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ABSTRACT

This volume contains six of the eight appendixes to the final report of a project that designed and tested six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida community college districts. Appendix C contains the Facilitators' Project Impact Questionnaire and the Delphi Study to Generate Data for the Coordinating Council Development. Appendix D contains the six models that were developed. Appendix E is a listing of project contributors. Appendix F contains the diffusion and dissemination plan for coordinating council development project products. Appendix G contains a listing of topics related to coordinating council operation that is suggested for continued research. Appendix H contains a list of published articles for the project and a list of conferences at which project presentations were made. (The body of the report and appendixes A and B constitute Volume I). (HD)

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FINAL REPORT

Project No. 498AH50092
Grant No. G007500436

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils

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December 14, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VOLUME TWO

APPENDIX C

FACILITATORS' PROJECT IMPACT QUESTIONNAIRE

DELPHI STUDY FOR RECOMMENDATIONS

3

FACILITATOR PROJECT IMPACT QUESTIONNAIRE

The question of ultimate impact of any educational endeavor is usually a difficult one to answer with a high degree of precision. In the Coordinating Council Development Project one can identify one broad intermediate-range objective "to improve individual councils' operating procedures", and one broad long-range objective "to improve the vocational education programs in each council's respective district." The purpose of this questionnaire is to provide one kind of data for answering the question of project effectiveness, namely, the pilot facilitators' reasoned responses.

Two questions are asked in this questionnaire, one dealing with the intermediate-range objective, and one dealing with the long-range objective. Naturally, since the project cannot be expected to have produced many long-range effects in so short a period of time, your responses to the second question will require some prophetic ability. Nonetheless, your in-depth knowledge of your own district makes you the best predictor of future impact.

Thank you in advance for the continued patience and thoroughness you have demonstrated in previous requests for your views.

I. *Council Effectiveness*

Please indicate any significant changes you have noticed in your council since the beginning of the project. Please make your statements as behaviorally-based as possible. (Example: There is greater interest in the council's operations, as evidenced by more regular attendance by the superintendent(s).)

II. Longe-range Impact

Please indicate any long-range impact you foresee in your district's vocational and adult education and community instructional services programs, and the reasoning behind your predictions.

Please feel free to use additional sheets.

THANKS! Please send directly to: Dr. William P. Danenburg
FAO 233
University of South Florida
Tampa, FL 33620

RESPONSES TO ITEM 1 -- COUNCIL EFFECTIVENESS

I have re-reviewed the minutes of the Brevard Coordinating Council Meetings from its inception to the start of the Coordinating Council Development Project and examined the Council's activities during the Coordinating Council Development Project. The Council certainly is meeting on a regular basis now, is considering more matters of coordination concern, and all the members now accept a common set of goals. However, I do not regard these changes as the significant ones.

What is significant is the evolutionary change from almost all "reactive" business to "active" or "planning" business. Clearly, items requiring council reaction do and will continue to exist. But Council members now share on an ongoing basis, at meetings, items that relate to other members (or their institution's) activities. This sharing often generates further coordinated research, planning and recommendations (e.g. articulation of student progression and progressive curricula). In addition, and perhaps most significant, is the Council's direct involvement in a joint long-range planning effort based on labor market demand for trained workers.

The number of meetings held by our Articulation Curriculum Committees gives evidence of a greater concern to eliminate duplication.

The activity of our Facility Planning Committee, in which the school board members sign off on building proposals, displays a greater concern for joint use and the elimination of unwarranted duplication of facilities.

The Lay Public Advisory Committee's request for more details about our ongoing programs is evidence of a greater awareness on their part.

Having to identify our community needs and establish priorities is evidence of a greater interest in our community problems.

The necessity of moving a program from one school to another identifies the need for considering the civil rights impact upon placement.

To document the demand data for our five year projections necessitates the use of increased sources of data and new bases upon which to plan decisions.

The increased participation of lay and public personnel emphasizes the fact that the community should be more aware of the planning and cooperation involved in the Vocational, Adult, Technical, and Community Instructional Service programs presented for their pursuance.

A. There is greater desire by Council members to have a Council which operates in a manner consistent with State Board of Education Administrative Rules, as evidenced by Council discussions regarding the role and importance of coordinating councils.

B. There are more agenda items of an action nature as evidenced by comparing Council meeting agenda at the beginning of the project and later in the project.

C. There is a greater tendency to bring closure to all agenda items as evidenced by the reappearance of items on the successive meeting agenda until reaching some form of final disposition.

D. Council minutes are transcribed in a more detailed manner, as evidenced by reviewing Council meeting minutes.

E. The Council has adopted written philosophy, statement of goals, objectives, and by-laws to guide Council action as evidenced by documentation on file by the Executive Secretary.

F. The Council has increased its opportunities for input and potential for valid decision-making, as evidenced by an inclusion of lay membership on the Council.

G. The Council has increased its opportunities for the input of ideas and information, as evidenced by a greater number of reports by people who are not Council members included as agenda items. This is documented in Council meeting agenda and subsequent minutes.

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1. The members have a mutual trust as evidenced by a willingness to discuss issues freely which have previously been considered the province of a single institution, e.g. funding guides, the interrelationship of curriculum which provides an acceptable ladder approach in occupational training, community instructional services, etc.

2. There is an increased evidence of responsibility as indicated by attendance, constructive discussion, eagerness to retain membership, particularly during discussions of by-laws, willingness to serve on sub-committees, etc.

3. The assessment, planning and evaluation project has resulted in a request for DOE service which is much preferable to having DOE come in and request that planning be instituted.

4. The career education consortium has found a ready response to suggestions and proposals when it has been possible to bring such requests to the decision makers of the involved institutions meeting as a group.

5. The Council has accepted the philosophy of functioning as an action rather than a reaction group as evidenced by the agreement to undertake the assessment, planning and evaluation project.

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1. There is greater interest in the Council's operation, as evidenced by more regular attendance by all members.

2. Concern for council operations to meet goals is high as evidenced by the Council's official commitment to carrying on operations of the Council after project termination.

3. A genuine concern for Council effectiveness as evidenced by a desire to cooperate in improving programs, eliminating duplication and improving curriculum as evidenced by official commitment and the forming of committees to accomplish tasks/goals, etc.

RESPONSES TO ITEM 2 -- LONG-RANGE IMPACT

As indicated under section I, the Brevard Coordinating Council is involved in a joint long-range planning project (five (5) year plan with annual updates). I believe that by the 1978-79 school year, all vocational, adult, and other community instructional programs and activities in Brevard will be included in and coordinated through the Comprehensive Plan as recommended by the Council.

Step one is the present effort of Brevard Community College and the Brevard County School District to jointly plan offerings for the 1977-78 school year. Step two will be the inclusion of other agency offerings through input from the General Advisory Committee to the Council in the 1978-79 school year.

The success of this prediction depends on these major factors:
1. The harmonious relationships among most educational agencies in Brevard especially the College and District,
2. The commitment of the College and District to jointly plan, and
3. Tight money.

The Long Range impact should be three-fold: on the community, on the student, and upon the delivery system.

The community should benefit by having a normal labor supply of students with a salable skill who seek economic independence.

The student should have gained an appreciation of the worth and dignity of work and received personal fulfillment through well-planned and well-articulated programs with built in continuum opportunities. Adults, senior citizens, underprivileged, and unemployed are continually being served through the offerings of our adult and community in-service programs which constantly seek funding to keep the students' cost to a minimum.

A delivery system geared to, and surveyed by, the community should offer a maximum program at a minimum cost. With constantly changing career directions, a system with built in evaluations will recognize and be aware of these directions. As we move into consortiums and use the ground rules established in our Coordinating Council, we can expand to fulfill the life-long career development process.

Improved programs through cooperative effort in all related areas- ie. faculties, curriculum, programs, funding, etc. as evidenced by member dedication and commitment to the concept both officially and unofficially.

A. The Council will have some arrangements for a person, other than a regular Council member, to function as facilitator/executive secretary. Thus, I foresee increased facilitation of Council decisions and, ultimately, more valid Council decisions.

B. I foresee an increased coordination of educational programs. The vehicle has been established in formal form--philosophy, goals, objectives, evaluation process, and by-laws-- to assist member institutions in assuming their roles in Council activities.

C. I foresee consistency in Council actions even with the replacement of individual Council members. The Council has functioned to date within a consistent atmosphere largely due to the Chairmanship not changing since the beginning of the Council. The formal documentation of the Council's organizational structure should assist in maintaining a constant philosophy and operational structure upon the change of members and officers.

D. I foresee more effective programs of vocational education in the Duval-Nassau Coordinating Council area for the following reasons:

1. There is "strength in numbers." In many instances, one institution can assist another institution in accomplishing objectives or do something another institution cannot do.
2. There should be more pride in programs because programs will not be conceived and operated in a vacuum but subject to the review of other professionals.
3. There is increased awareness of the need for vocational education programs by the community because of the involvement of the community through the advisory board and the inclusion of lay people as Council members.
4. There will be more student demand for good vocational education as the benefits of vocational education are disseminated through Coordinating Council publications and public relations programs.

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1. There has been created an instrument by which any problem in education affecting the two counties can be brought before the decision makers of the three major educational institutions in an atmosphere of trust and confidence on a regular basis.

2. Improved articulation is taking place both in the council and steering committee as evidenced by an increased consultation between members both formally and informally.

3. The resources of the region are already being utilized more effectively due to cooperative planning and will be better utilized as a result of the assessment, planning and evaluation project.

4. Duplications and voids will be considered much more positively in self generated planning than in required planning.

5. It is becoming more evident that the junior college region will be formally established by state regulations which should make the region a more effective unit than one that is just associated because of geographic reasons.

DELPHI STUDY TO GENERATE DATA FOR THE COORDINATING COUNCIL DEVELOPMENT PROJECT'S FINAL RECOMMENDATIONS

PREPARED BY:

Dr. Tom D. Freijo
Evaluator

Dr. William P. Danenburg
Project Manager

November, 1976

12

0.0 INTRODUCTION

Part of the responsibilities of the Coordinating Council Development Project (CCDP) staff is to develop a set of recommendations related to the operation of area vocational education coordinating councils in Florida. The purpose of this report is to describe the procedures which were used to generate the data which served as a basis for the recommendations.

Consistent with the Project Director's operating style which stresses shared responsibility in reaching important decisions, an ad hoc committee was assembled at the September meeting of the CCDP project to formulate a plan for developing project recommendations. That committee, chaired by Professor Rex Toothman, recommended that maximum input be sought and that a Delphi approach be used in collecting data for making the project recommendations. The six pilot council facilitators accepted the committee's recommendations and asked one of the project evaluators to develop and implement the necessary procedures. The remainder of this document presents the methodology which was used and the results of the application of that methodology.

1.0 METHODOLOGY

1.1 Respondents. Two sets of respondents were used. For obtaining initial input on recommendations, respondents included the six pilot council facilitators, all of the council members on the six pilot councils, all DOE personnel associated with the CCDP, and the USF CCDP staff.

For obtaining reactions to the recommendations collected in the activity described in the previous paragraph, thirteen respondents were used, as follows:

6 pilot council facilitators
5 DOE staff members
2 USF staff members

1.2 Instruments. Two instruments were developed for use in this study. One was an open-ended questionnaire consisting of ten items. Respondents were asked to list recommendations under each item related to council operations. See Appendix A.

The other instrument was developed from the responses received on the open-ended questionnaire. It consists of 100 items grouped under nine aspects of council operations, as follows:

I. Composition of Coordinating Councils

II. Staffing of Coordinating Councils

III. Duties and Responsibilities of Coordinating Councils

IV. Orientation and Training of Coordinating Council Members

V. Coordinating Council Operating Procedures

VI. Coordinating Council Authority to Affect Decision-Making

VII. Relationship of Department of Education to Coordinating Councils

VIII. Relationship of Coordinating Councils to Other Local, State, and Federal Agencies

IX. Changes in State Statutes and Board of Education Regulations Related to Coordinating Councils

Respondents were asked to react to each of the 100 items on three different occasions. The rating procedures will be discussed in the next section. See Appendix B for a copy of the questionnaire.

1.3 Procedures. The procedures consisted of three phases, in which phase 2 had three subparts. These phases will be discussed separately.

1.3.1 Phase 1. During this phase the open-ended questionnaire was sent to approximately 150 respondents as described in Section 1.1. Eighty-five responses were received. Nearly 1,000 responses were culled, edited and combined to arrive at the 100 items

which were included in the second questionnaire.

1.3.2 Phase 2. This phase employed the Delphi technique to encourage initial divergent thinking and eventual convergence of opinion, if possible. Three rounds of the Delphi were used as follows:

Round 1. In round 1 each of the 13 respondents received a copy of the 100-item questionnaire and were asked to rate each item using a five-point scale which represented degree of agreement with the recommendation (See Appendix B). Twelve responses were returned.

Round 2. In round 2 each of the respondents were sent the same questionnaire with the average response for each item on round 1 in the left-hand margin next to the item. They were asked to use the same scale to rate each item as was done in round 1. In addition, if their rating on round 2 differed by two or more points from the average rating on an item from round 1, they were asked to justify their "extreme" rating. Twelve responses were returned.

Round 3. Round 3 was conducted at the CCDP November meeting in Orlando. Each respondent was given the same questionnaire with the averages from the first two rounds in the left-hand margin next to each item. In addition, they were given a typed list of every justification for extreme ratings given by respondents during round 2 (See Appendix C). They were asked to take all of this information into consideration in reaching a final rating which they recorded for each item. Twelve responses were received. Appendix B contains the average ratings on the first two rounds, and the average ratings and frequency distribution of ratings on the third round.

1.3.3 Phase 3. Immediately upon receiving the responses at the CCDP meeting they were analyzed, recorded, reproduced and given to the attendants of the meeting. Professor Toothman then led a 2-hour discussion of the items having flat distributions (those items where there was no apparent consensus).

2.0 RESULTS

Two major questions were asked of the data collected:

1. Did the Delphi procedure lead to increased consensus on the items?
2. Are there any recommendations that are widely supported and generalizable to all coordinating councils?

2.1 Reaching Consensus. To measure consensus it was necessary to develop a somewhat arbitrary, but reasonable, operational definition. For the purposes of this study we defined consensus as having three-fourths (3/4) of the respondents rate an item in any two contiguous categories. In considering the responses on the three rounds, it was found that the number of items where consensus was found were as follows:

Round 1 - 37 items

Round 2 - 55 items

Round 3 - 50 items

In addition, the pattern of consensus was studied for items meeting the definition in each round. Thirty-six of the 37 items in round 1 had 3/4 of the ratings in two of the most extreme categories (i.e., 1 and 2, or 4 and 5). In round 2, 47 of the

55 consensus items had 3/4 of the ratings in the most extreme categories. However, in round 3, all of the consensus items had 3/4 of the ratings in the two most extreme categories.

These data tend to indicate that the Delphi procedures were effective in increasing consensus, and in moving the ratings toward one of the extreme ends of the scale.

2.2 Finding Generalizable Recommendations. The project manager reviewed all recommendations receiving a rating on round 3 of 3.1 or greater. The recommendations were ranked in priority order depending upon the magnitude of the rating. A rating of 4.4 received a higher priority than a rating of 3.2. Forty-five recommendations emerged as being more supported than opposed by the Delphi panel. A few of these recommendations were combined and reclassified into different categories.

Based on other evidence accumulated in the course of the 18 month project, the project manager added fewer than ten recommendations to the Delphi generated list.

3.0 CONCLUSIONS

The use of the Delphi and other procedures employed in this study appear to have led to the desired results. A great deal of interest and serious thought was displayed by the respondents, and consensus was reached on a substantial number of generalizable conclusions. The group session following the last round of the Delphi proved to be particularly valuable in identifying different schools of thought, and in resolving apparent inconsistencies in responses to different items.

APPENDIX A

COORDINATING COUNCIL RECOMMENDATIONS QUESTIONNAIRE

Instructions: Please write in any recommendations you have relative to coordinating council operations under the appropriate headings below. If you have suggestions which are not covered by one of the headings, there is a catch-all category at the end.

Please return the completed questionnaire to Dr. William P. Danenburg, Coordinating Council Development Project, FAO 232, University of South Florida, Tampa, Florida 33620 by October 1, 1976.

Thank you in advance for your valuable contribution.

I. Composition of Coordinating Councils

I am well pleased with the composition of members that make up the Chipola Area Coordinating Council.

II. Staffing of Coordinating Councils

We are very fortunate to have Mr. Watford as our Facilitator and would like to see him permanent. If there is some way to provide a facilitator on a full or part time basis it would greatly assist the coordinating councils.

III. Duties and Responsibilities of Coordinating Councils

These duties and responsibilities are outlined in the constitution and model operating proceedures. But briefly the council is to review and recommend the vocational and adult education programs to see that needs are being met without any unnecessary duplication and in the most efficient manner.

IV. Orientation and Training of Coordinating Council Members

Council members have been given copies of the handbook "A Model of Cperating Procedures" which includes purpose, goals and objectives, constitution and Philosophy, also copies of the S.B.R. relating to the council. In addition the Facilitator and DOE persons have explained the existence and purpose of the council.

V. Coordinating Council Operating Procedures

The council meets the second Wednesday of every other month. The agenda is sent out prior to the meeting and any member has a right to place an item or items on it. Special meetings of the council or specified committees are called when necessary. When items are presented they are acted upon in an accepted (parlimentary) manner to the group.

VI. Coordinating Council Authority to Affect Decision-Making

The council recommends and advises and hopefully this affects decisions that are made by the powers that be.

VII. Relationship of DOE to Coordinating Councils

There is a good relationship between the two. It seems that more and more input from the council to DOE will be used in decision making.

VIII. Relationship of Coordinating Councils to Other Local, State, and Federal Agencies

Because of the membership of the Chipola Council it has a good relationship with the other agencies and will be used in many cases to resolve difference, meet needs and affect outcome.

IX. Changes in State Statutes and Board of Education Regulations Related to Coordinating Councils

It looks as if more power and responsibilities will be passed to the council.

X. Other

APPENDIX E

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620
813: 974-2100

October 13, 1976

Mr. Jud Wilhelm, Facilitator
P. O. Box 488
Green Cove Springs, FL 32043

Dear Mr. Wilhelm:

Enclosed you will find a questionnaire dealing with recommendations for coordinating council operations. This questionnaire is the first in a series which will be sent to you during the next few weeks in an effort to achieve maximum input in the process of developing recommendations from the Coordinating Council Development Project (CCDP). The procedure being used to collect data is referred to as a Delphi technique.

Delphi is a technique which allows for the collection of opinions from knowledgeable respondents, and involves a controlled interchange of information between responses before a final opinion is given. The Delphi requires at least three rounds of questionnaires. In Round One all respondents merely record their opinions by using a rating scale on the items in the questionnaire. In Round Two all respondents are provided with the average response to each item on round one, and are asked to do two things -- (1) rate each item as was required in the first round, and (2) justify their rating on an item if it deviates significantly from the average rating for that item from the first round. In Round Three all responses are provided with the average response to each item on round one, plus the average response to each item in the second round along with the justifications given for extreme responses. Given all of this information, each respondent makes their final rating of each item in the questionnaire.

Your input is being requested because of your special involvement with, and substantial knowledge of coordinating councils. To meet the time requirements for completing this activity, the following timetable has been established.

Oct 15 ----- Round one goes out from USF
Nov 1 ----- Round one responses due back at USF
Nov 8 ----- Round two goes out from USF
Nov 14 ----- Round two responses due back at USF
Nov 15-16 -- Round three occurs at the Coordinating Council Staff Meeting

Would you return the attached questionnaire to Room 232, Faculty Office Building, University of South Florida, Tampa, FL 33620 as soon as possible or no later than October 26.

Thank you in advance for your cooperation in this effort.

Sincerely,

William Dunenburg
Project Director

WPD:csw
Enclosure

THE UNIVERSITY IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION.

COORDINATING COUNCIL RECOMMENDATIONS QUESTIONNAIRE *

Please mark each of the items using the following scale:

5 = Definitely <u>should</u> be a recommendation

4 = Probably <u>should</u> be a recommendation

3 = Not sure if it should be a recommendation or not

2 = Probably <u>should not</u> be a recommendation

1 = Definitely <u>should not</u> be a recommendation

I. Composition of Coordinating Councils

2 2 2.1 1. Composition should be limited to representatives for the school districts and the community college.

5-1 2-3
4-2 1-6
3-0

2 2 1.7 2. Composition should be limited to junior college presidents, superintendents, directors of vocational education, and deans of occupational education; and others should be utilized as resource persons.

5-0 2-6
4-0 1-5
3-1

3 3 2.4 3. Composition should include representatives from the business community.

5-1 2-4
4-3 1-4
3-0

4 3 3.2 4. Composition should include representatives from state universities.

5-3 2-0
4-3 1-3
3-3

3 2 2.1 5. Composition should include minority representatives.

5-1 2-2
4-1 1-6
3-2

3 3 2.9 6. Composition should include non-vocational educational leaders.

5-2 2-2
4-3 1-3
3-2

*NOTE: <u>Before beginning</u> the questionnaire please read the special notes on page 16.

3 4 3.8 7. Composition should be left to the discretion of each coordinating council.

5-6	2-0
4-2	1-2
3-2	

2 2 1.3 8. Composition should be the same for each coordinating council.

5-0	2-4
4-0	1-8
3-0	

2 2 1.9 9. Composition should be equally weighted between school district(s) (50%) and community college (50%).

5-1	2-1
4-0	1-7
3-3	

3 3 2.1 10. The chairman or executive director of CETA should be a voting member of the council.

5-0	2-0
4-1	1-6
3-5	

3 3 2.5 11. Composition should include the district director of community schools.

5-0	2-0
4-2	1-4
3-6	

3 3 3.0 12. Composition of membership should be as outlined in existing Education Administration rules (State Board of Education Regulations).

5-1	2-1
4-5	1-3
3-2	

2 2 2.0 13. Composition should include membership from established advisory committees.

5-0	2-5
4-1	1-4
3-2	

2 2 1.7 14. Composition should include representation from the local boards of education and boards of trustees.

5-0 2-6
4-0 1-5
3-1

3 3 2.1 15. Council membership should include representation from governmental agencies other than education, e. g., Florida Employment Service and CETA.

5-0 2-4
4-1 1-4
3-3

4 4 3.7 16. Membership should include representation from the area vocational technical center/school especially if direct line supervision is not under a District Vocational Director or Vocational Dean.

5-6 2-1
4-2 1-2
3-1

4 4 3.6 17. Regional Department of Education personnel should serve as on advisory committee to the council.

5-3 3-2 1-0
4-4 2-3

II. Staffing of Coordinating Councils

2 2 2.2 18. Each council should have a full-time facilitator or executive secretary.

5-1 2-3
4-1 1-5
3-2

3 3 2.7 19. Each council should have a part-time facilitator or executive secretary.

5-3 2-2
4-1 1-4
3-2

2 2 2.2 20. Each council should have a full-time secretary.

5-1 2-2
4-1 1-5
3-3

3 3 3.1 21. Each council should have a part-time secretary.

5-4 2-1
4-0 1-3
3-4

3 3 2.3 22. Councils should have facilitators rather than executive secretaries.

5-0 2-1
4-1 1-4
3-6

4 4 3.2 23. Councils should have a rotating chairperson.

5-4 2-2
4-3 1-3
3-0

3 2 1.9 24. Councils should have at least one full-time research/planning specialist.

5-0 2-3
4-0 1-5
3-4

4 4 3.7 25. General council activities should be performed "in-house" by people furnished by the member institutions.

5-3 2-2
4-5 1-0
3-2

3 3 2.9 26. The staff member should function as a facilitator, that is, to work as a catalyst and create a climate by which council members are inspired to perform council tasks.

5-2 2-0
4-1 1-3
3-6

3 3 2.7 27. The staff member should function as an executive secretary (definition from Robert's Rules of Order).

5-1 2-0
4-1 1-3
3-7

3 3 3.2 28. The staff member should be paid through a formal personnel sharing agreement among the boards of the member institutions.

5-3 2-1
4-2 1-2
3-4

3 3 2.6 29. The staff member should be paid through funds allocated by and earmarked for councils by Department of Education.

5-2 2-2
4-1 1-4
3-3

4 4 4.0 30. Each council should specify the duties and responsibilities of its staff.

5-6 2-0
4-4 1-2
3-0

3 3 2.8 31. Council staff should be under the administration of one member institution for such things as tenure, retirement, health benefits.

5-2 2-0
4-2 1-4
3-4

2 1 1.7 32. Council staff should be employed by the Department of Education but stationed in the coordinating council area.

5-1 2-1
4-1 1-9
3-0

2 2 1.2 33. Staff members operating out of each of the five vocational education regional offices should serve as part-time facilitator/ executive secretary to coordinating councils within the region.

5-0 2-3
4-0 1-9
3-0

III. Duties and Responsibilities of Coordinating Councils

4 4 4.1 34. Duties and responsibilities should remain as already specified by state rule (regulation).

5-3 2-1
4-7 1-0
3-0 N.R.-1

3 3 2.4 35. The president, superintendent(s) vocational deans and directors should be required to attend council meetings.

5-0 2-3
4-2 1-3
3-4

3 3 2.8 36. The council should appoint committees composed of college and school personnel in major instructional areas, e.g., health occupations education, business education, etc.

5-2 2-1
4-1 1-3
3-5

3 3 2.9 37. Each council should determine its own duties and responsibilities.

5-1 2-0
4-3 1-3
3-5

3 3 3.0 38. The council should have a defined role regarding evaluation of school and college educational programs.

5-1 2-0
4-4 1-3
3-4

4 4 4.2 39. The council should assume a responsibility for articulation between secondary and post secondary educational institutions.

5-6 2-0
4-5 1-1
3-0

4 4 4.1 40. The council should review placement and follow-up data on all school and college programs.

5-4 2-0
4-7 1-1
3-0

4 4 3.8 41. The council should recommend cooperative staff development programs for school and college district personnel.

5-3 2-2
4-6 1-0
3-1

2 2 1.7 42. Present administrative rules for coordinating councils are too rigid to allow for local autonomy in determining duties and responsibilities and should therefore be changed.

5-0 2-6
4-0 1-5
3-1

2 2 1.3 43. Councils should have authority for the administration and/or allocation of funds within the district.

5-0 2-4
4-0 1-8
3-0

5 4 4.5 44. Financial authority within the Council District should remain in the hands of the autonomous local boards, with council responsibility remaining one of making recommendations where applicable.

5-7 2-0
4-4 1-0
3-1

4 4 3.9 45. Councils should be a vehicle for interchanging equipment, facilities and faculties for optimal utilization of resources.

5-5 2-0
4-5 1-2
3-0

2 2 2.2 46. Councils responsibility should be expanded to include general education in kindergarten through graduate school.

5-2 2-1
4-0 1-6
3-3

3 3 3.3 47. Federal vocational education funds (via Department of Education) should flow only to projects approved by the Council.

5-3 2-0
4-2 1-2
3-5

IV. Orientation and Training of Coordinating Council Members

4 4 4.2 48. Each coordinating council should arrange for "in-service training" of its members.

5-3 2-0
4-9 1-0
3-0

4 4 4.2 49. Each coordinating council should hold orientation sessions for new members.

5-4 2-0
4-7 1-0
3-1

3 2 2.0 50. The Department of Education should assume responsibility for conducting "in-service training" of council members and staff, and members of school and college boards.

5-0 2-4
4-0 1-4
3-4

2 2 1.7 51. A State University(s) should be assigned the responsibility for conducting "in-service training" of council members and/or staff, and members of school and college boards.

5-1 2-5
4-0 1-6
3-0

2 2 1.7 52. There should be no training function associated with the councils.

5-0 2-3
4-0 1-6
3-3

V. Coordinating Council Operating Procedures

5 5 4.9 53. Operating procedures should be developed by each council.

5-11	2-0
4-1	1-0
3-0	

2 2 1.7 54. Basic operating procedures for all councils should be developed by the state.

5-0	2-7
4-0	1-4
3-1	

4 4 4.3 55. Each council should have a steering committee.

5-6	2-1
4-5	1-0
3-0	

3 3 3.1 56. Each council should meet monthly.

5-2	2-1
4-2	1-2
3-5	

4 4 4.4 57. Council agendas should be distributed well in advance of meetings.

5-5	2-0
4-7	1-0
3-0	

4 5 4.6 58. A calendar of council meeting dates should be established and circulated.

5-7	2-0
4-5	1-0
3-0	

4 4 4.2 59. Each council should have a set of by-laws.

5-4	2-0
4-7	1-0
3-1	

3 3 2.2 60. The chairmanship of the council should be annually rotated between the school district(s) and the college.

5-0 2-3
4-2 1-4
3-3

4 3 2.7 61. Meeting locations should be rotated between the schools and the college.

5-2 2-1
4-2 1-4
3-3

4 4 3.9 62. Agenda items should be determined by a steering committee.

5-4 2-2
4-5 1-0
3-1

5 5 4.9 63. Minutes should be distributed following each council meeting.

5-11 2-0
4-1 1-0
3-0

3 4 3.3 64. Council decisions should be made by consensus and <u>not</u> majority vote.

5-3 2-1
4-3 1-2
3-3

4 4 4.0 65. A steering committee should develop recommendations for consideration by the full council.

5-2 2-1
4-9 1-0
3-0

4 4 3.7 66. Minutes of council meetings should be sent to school and college board members.

5-3 2-0
4-5 1-1
3-3

4 4 4.4 67. Each council should prepare a yearly planning document which includes labor market data and projections.

5-5 2-0
4-7 1-0
3-0

4 4 4.5 68. Each council should prepare and update a five-year planning document.

5-6 2-0
4-6 1-0
3-0

4 4 4.6 69. Councils should prepare and recommend to school and college boards, articulation and coordination agreements.

5-7 2-0
4-5 1-0
3-0

3 3 2.5 70. The steering committee should be composed of one institutional representative from the college, school district(s) and State university.

5-2 2-2
4-0 1-4
3-4

4 3 2.6 71. The chairpersonship of the council should be rotated between the school district(s) and the college.

5-0 2-0
4-5 1-5
3-2

3 3 2.2 72. Council decisions should be made by majority vote.

5-0 2-2
4-2 1-5
3-3

VI. Coordinating Council Authority to Affect Decision Making

4 4 4.1 73. Councils should serve as recommending bodies with no decision-making ability.

5-4	2-0
4-5	1-0
3-3	

3 3 2.4 74. Councils should be given some decision-making responsibilities by the state.

5-0	2-2
4-1	1-3
3-6	

4 4 3.2 75. Councils should have no decision-making ability, but be able to seek a review by the Commissioner of Education if its recommendations are totally ignored by a school or college district.

5-2	2-0
4-5	1-3
3-2	

3 3 3.2 76. At the district level, councils should have decision making responsibility where decisions are <u>administrative</u> (as opposed to policy) or procedural in nature.

5-3	2-1
4-2	1-3
3-3	

VII. Relationship of Department of Education to Coordinating Councils

4 4 4.2 77. Department of Education should provide leadership to councils.

5-6	2-1
4-4	1-0
3-1	

5 5 4.9 78. Department of Education should provide technical assistance to councils.

5-11	2-0
4-1	1-0
3-0	

5 5 4.7 79. The councils should make recommendations to appropriate divisions of Department of Education.

5-10	2-0
4-1	1-0
3-1	

3 2 2.5 80. Department of Education should develop common goals and procedures for councils.

5-2	2-5
4-1	1-3
3-1	

2 2 1.9 81. Department of Education should interact through the respective boards of trustees.

5-0	2-5
4-0	1-4
3-3	

4 4 4.0 82. Department of Education should be called in to arbitrate stalemates occurring in the councils.

5-4	2-0
4-6	1-1
3-1	

4 4 3.9 83. Department of Education should prepare an annual status report on all councils.

5-4	2-2
4-5	1-0
3-1	

4 4 4.0 84. A State council composed of the four Department of Education division directors, chaired by the commissioner, should periodically review district council progress and problems.

5-3	2-0
4-6	1-0
3-3	

5 5 4.7 85. The Department of Education should establish coordinating council areas as planning areas for vocational education, adult general education and community instructional services.

5-9 2-0
4-3 1-0
3-0

VIII. Relationship of Coordinating Councils to Other Local, State and Federal Agencies

5 5 4.8 86. Councils should seek input from local, state, and federal agencies, as needed.

5-10 2-0
4-2 1-0
3-0

2 2 2.2 87. Non-educational agencies should be represented as voting members on the councils.

5-2 2-4
4-0 1-5
3-1

2 2 1.7 88. Councils should interact with other agencies only through their respective boards.

5-0 2-7
4-0 1-4
3-1

3 3 3.0 89. Council members should periodically meet with legislators representing the council district to discuss matters which affects the role of the council.

5-3 2-2
4-2 1-3
3-2

5 4 4.7 90. A mechanism should be established such as advisory committees for councils to receive input from non-educational agencies and organizations.

5-9 2-0
4-3 1-0
3-0

4 4 4.2 91. A statewide communication link among coordinating councils should be established. Examples might be statewide meetings for council chairmen or for council staff (Facilitators/Executive Secretaries/ Executive Directors.)

5-5 2-0
4-5 1-0
3-2

IX. Changes in State Statutes and Board of Education Regulations Related to Coordinating Councils

3 3 2.2 92. The five-year plan should be eliminated because it duplicates provisions of the Educational Accountability Act of 1976.

5-0 2-1
4-0 1-4
3-7

4 4 4.4 93. The existence of coordinating councils in each district should be enforced.

5-5 2-0
4-7 1-0
3-0

3 3 2.6 94. The State Legislature should provide 50% of financial support needed by all councils.

5-1 2-1
4-0 1-3
3-7

3 3 2.8 95. Councils should be given some decision-making responsibilities.

5-1 2-2
4-1 1-2
3-6

4 4 4.4 96. Improved enforcement of current regulations governing councils should occur.

5-5 2-0
4-7 1-0
3-0

2 2 2.0 97. Regulations should clearly indicate equal representation of public school and college personnel.

5-1 2-4
4-0 1-5
3-2

3 3 2.7 98. There should be a moratorium on changes for three years to allow pilot projects to firmly establish current procedures.

5-2 2-1
4-1 1-4
3-4

2 2 1.6 99. Councils should be given control of programs and the trustees and school boards should control funds.

5-0 2-5
4-0 1-6
3-1

3 3 2.7 100. College and school boards should be required to respond in writing to council recommendations within a reasonable period of time.

5-2 2-1
4-2 1-4
3-3

SPECIAL NOTES

1. Part of the purpose of the earlier rounds of Delphi is to allow individual respondents to put forward potentially divergent ideas in an atmosphere of isolation. These ideas are then open to challenge by others in subsequent rounds. To maintain the integrity of the Delphi, please respond to the questionnaire alone, feeling free to express your individual opinions.

2. Please return your completed questionnaire in the enclosed envelope. Upon receiving your response, your name will be checked off our master list and the envelope will be discarded. Your name will not be associated with your responses.

APPENDIX C

1

JUSTIFICATIONS FOR ITEM 1

Rating	Justification
4	Should be optional by council to meet needs. A multi-district council could become too large.
5	This is a coordinating council, not an advisory council. Advice is needed but council should be limited to those who can make decisions and implement actions that will lead to coordination.

JUSTIFICATION FOR ITEM 3

1	See response to question 1.
5	I believe users of services should have a say in planning delivery.

JUSTIFICATION FOR ITEM 5

1	See response to question 1
1	Local decisions should prevail as to composition of each council other than those minimally specified by law or rules.
5	There should be no biases to minorities, ethnic groups, nor sexes.

JUSTIFICATION FOR ITEM 6

5	Current regulations provide for adult and community instructional services and administrators. Should be continued.

2

JUSTIFICATIONS FOR ITEM 7

Rating	Justification
5	Membership beyond those specified by law or regulation should be left for individual councils.
5	Flexibility to meet individual needs is essential. Certain degrees of anonynmity must be maintained. Local needs and perspective are best known by local councils.
5	Would accept this with some provisions in regulations or legislation as currently in force.

JUSTIFICATION FOR ITEM 10

1	See response to question 1.

JUSTIFICATION FOR ITEM 9

4	This is especially true in single county districts; in multi-county districts they should have equal votes on issues affecting only one county.

JUSTIFICATION FOR ITEM 12

1	Should be changed to include user members.
3	Provided the interpretation allows members as determined by the council in addition to those specifically designated in the A.R.'s
5	Believe this covers required membership and allows for deviation as suggested in question 7.

JUSTIFICATION FOR ITEM 13

Rating	Justification
4	Chairman of advisory committee for council - yes Chairman of advisory committees for crafts - no
5	This provision would provide a vehicle for councils to receive direct input from people with expertise in areas other than in education.

JUSTIFICATION FOR ITEM 16

3	This is an option which a council may or may not accept.
2	Representative should be district wide, not specific campuses or school.

JUSTIFICATION FOR ITEM 17

2	Council is local - state should consult when called.

JUSTIFICATION FOR ITEM 18

4	To assure continued regular activities and achievements by all councils or make the council an active entity?
5	If coordinating councils get to the point of fulfilling the roles and expectations of the Department of Education and Legislature, it will take a full-time staff to provide the necessary manpower and continuity for accomplishing council business.
4	If at all possible to carry on the work of the council. The work in operations is there is the council is dedicated to its concepts and goals which will result in meaningful results.

JUSTIFICATION FOR ITEM 19

Rating	Justification
5	Unless someone has time allocated to council maintenance functions-council staff work may be unattended.
5	At least, to carry on the day to day operations of the council, especially in larger geographic areas because of geographic distance.
5	Makes the council an active entity?
1	Local decision, as to titles, scope of work and who provides it.

JUSTIFICATION FOR ITEM 20

5 If coordinating councils get to the point of fulfilling the roles and expectations of the Department of Education and Lesislature, it will take a full-time staff to provide the necessary manpower and continuity for accomplishing council business.

JUSTIFICATION FOR ITEM 21

1	Local decision
5	At least as a result of responses in 18, 19, and 20.
5	Someone must be given released time to fulfill the added burden of council correspondence, minutes typing etc.

JUSTIFICATION FOR ITEM 22

1 Local decision.

JUSTIFICATION FOR ITEM 23

1 The "chairpersonship" of a council should be established through a council's adopted by-laws. This office may be elected or rotated; however, no specific recommendation should be made for all councils.

JUSTIFICATION FOR ITEM 24

Rating	Justification
1	This person may already be there - local decision - don't need it as recommendation.

JUSTIFICATION FOR ITEM 25

2	A staff should be provided to assist in performing general council activities. It is not possible to have council business conducted on an ad hoc basis.
2	Do they have the time?

JUSTIFICATION FOR ITEM 26

5	Believe this is the only means by which coordination can be reached through consensus.

JUSTIFICATION FOR ITEM 27

1	Local decision.

JUSTIFICATION FOR ITEM 28

5	This gives joint commitment.

JUSTIFICATION FOR ITEM 29

	Council operations are mandated through admin. rules and the state should take up some of the responsibility for this and other mandates.
4	Combination of questions 28 and 29. Believe local council should have some funds in the salary of staff members.
1	Local decision.

JUSTIFICATION FOR ITEM 30

Rating	Justification
1	I do not feel a staff is needed.

JUSTIFICATION FOR ITEM 31

5	It is necessary for council staff to be based somewhere for tenure, retirement, and fringe benefits. The council itself, at least at the present, has no means of performing this function.
5	Local decision - even though I believe this.

JUSTIFICATION FOR ITEM 35

1	They are now - or duly appointed rep.

JUSTIFICATION FOR ITEM 36

5	These committees would better enable the council to function in a review capacity.
4	Believe there should be sub-committees for input into the council.
1	Local decision as need arises.
5	These sub committees will have the expertise to make sound recommendations.

7

JUSTIFICATION FOR ITEM 38

Rating	Justification
5	A part of the review and recommendation process.

JUSTIFICATION FOR ITEM 39

1	While I believe this should happen the assumption of responsibility should be rewarded.

JUSTIFICATION FOR ITEM 41

2	Staff Development is not a part of a planning function.

JUSTIFICATION FOR ITEM 43

4	Unless councils have some "authority" over funds, they will ultimately be ineffectual.

JUSTIFICATION FOR ITEM 45

2	Cost factor probably would make this prohibitive.

JUSTIFICATION FOR ITEM 46

4	Much overlap already exists. All education must be coordinated for efficient utilization of resources for effective delivery to various community target groups.
5	Why stop "a good and useful process" with just a <u>part</u> of the educational program?

8

JUSTIFICATION FOR ITEM 47

Rating	Justification
5	Council should review and recommend on all: -programs -facilities -equipment

JUSTIFICATION FOR ITEM 50

1	Dept. should not assume responsibility for local agencies - should provide service on request.
1	Only if requested by local council.

JUSTIFICATION FOR ITEM 51

4	A legislative staff development resource for districts.

JUSTIFICATION FOR ITEM 55

2	Probably not needed in one county district - council itself should decide its organization.

JUSTIFICATION FOR ITEM 56

5	A monthly calendar of meeting should be set with cancellation clause when not needed in a particular month.

JUSTIFICATION FOR ITEM 60

5	Involvement and leadership is important to morale as well as successful operation, especially if the chairman is the chief executive officer.

Rating	Justification
1	Same as for item 23.

JUSTIFICATION FOR ITEM 61

1	Meeting location should be as established by individual councils. Some councils may prefer a rotated meeting place; whereas, others may prefer a central meeting place. A recommendation specifying a rotated meeting place seems inappropriate.

JUSTIFICATION FOR ITEM 62

2	Steering committee should not be required.

JUSTIFICATION FOR ITEM 64

5	Voting should be decided by each council and besides they are recommending, not deciding.
5	Member institutions cannot bind each other.
1	Councils should arrive at their individual means for making decisions and incorporate such into their by-laws. A recommendation establishing consensus or majority vote as the decision-making method for coordinating councils seems inappropriate.

JUSTIFICATION FOR ITEM 65

2	See 62 above.

JUSTIFICATION FOR ITEM 66

2	Day to day operations are not the responsibility of boards. Overviews and recommendations are the important matters they should consider.
2	Where minutes cover a definitive item for recommendation, the supt. or pres. may use it for support, but minutes of all of our council meetings would be too voluminous for our board members.

Rating	Justification
	JUSTIFICATION FOR ITEM 70
3	Agree with one institutional representative. Not certain about the university unless it is included in the coordination procedure.
5	This again should be their own decision.
	JUSTIFICATION FOR ITEM 71
1	See the response to item 23.
2	Why not a lay citizen or user representative.
	JUSTIFICATION FOR ITEM 72
1	Each council decide this.
1	Consensus.
	JUSTIFICATION FOR ITEM 74
1	The decision makers already make up the councils - legal authority tests with their Boards.

Rating	Justification
	JUSTIFICATION FOR ITEM 76
5	Councils are composed of persons capable of implementing administrative decisions. Decisions effecting policy are the responsibility of respective boards and the Department of Education.
5	Administrative decisions imply that you are administrating the Boards policy.
5	It seems only logical because of council membership.
5	Where district directors or superintendents and presidents agree on a procedure matter it seems logical that they should implement decisions in their institutional settings.
	JUSTIFICATION FOR ITEM 77
1-2	Local autonomy must be maintained if leadership means directives rather than help in determining direction.
	JUSTIFICATION FOR ITEM 80
1	The council should set its own goals and procedures. If they are common, well and good.
1	Individual needs vary. Acceptable is broad enough to maintain flexibility.
	JUSTIFICATION FOR ITEM 83
2	Violates local autonomy. Recommendations and help but not a status report.
	JUSTIFICATION FOR ITEM 84
1	This is currently being done.

Rating	Justification
	JUSTIFICATION FOR ITEM 87
5	I believe that users of our products should have voice in planning delivery of services.
4	The expertise and basis for decision-making can be expanded if a council has a membership beyond the institutions specified in the Administrative Rules.
	JUSTIFICATION FOR ITEM 89
5	Communication and interaction is essential in this area to relate local needs, problems, concerns, etc. especially because of funding.
1	These issues will have to be handled locally.
	JUSTIFICATION FOR ITEM 90
2	Not necessary if users are represented or council (see # 87)
	JUSTIFICATION FOR ITEM 93
1	I would agree but not as a recommendation from this group. Voluntary enforcement through coordinated planning, and assignment of resources through evidence of such.
	JUSTIFICATION FOR ITEM 94
3	Some such arrangement should be made. As indicated in question 29, some joint arrangement should be made. Would accept recommendation if 500/0 were removed.

Rating	Justification
	JUSTIFICATION FOR ITEM 95
1	Again I might agree, but not as a recommendation.
5	Decision making on procedural vs. policy matters.
1	How?
	JUSTIFICATION FOR ITEM 97
5	Especially in single county districts - I could vote in multi-county districts on items affecting only 1 county.
	JUSTIFICATION FOR ITEM 100
5	This is a means by which boards will be forced at least to consider the recommendations.
5	Unless there is a timely response from district boards, councils may ultimately lose interest in functioning.

APPENDIX D

The Six Models

ADOPTED: DECEMBER 16, 1975

BREVARD COORDINATING COUNCIL for VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION AND COMMUNITY INSTRUCTIONAL SERVICES

Operating Procedures

WHEREAS, it is the purpose of the Brevard County Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services, hereafter referred to as the Council, to provide a Comprehensive Program of vocational education, adult general education and community instructional services to fully meet the present and projected needs of the community through the efficient, coordinated utilization of personnel and facility resources. These to include all those resources of both public and private sectors appropriate to this end.

IT IS HEREBY RESOLVED that the Council adopts and shall operate under the following Operating Procedures:

I. Membership

A. Council

The membership of the Council shall include the Superintendent, Assistant Superintendent for Instructional Services and Directors of Adult/Community Education and Vocational Education of the Brevard County School Board and the President and Provosts and Deans responsible for vocational education and community instructional services of Brevard Community College. Representatives of other delivery agencies may be included in the membership as shall be determined by the Council.

B. General Advisory Committee

The membership of the General Advisory Committee shall be determined by the Council and shall include delivery agencies not represented on the Council and appropriate business, industrial and employment representatives drawn from the major social and economic elements of the community. The role of the General Advisory Committee shall be to provide a means of communication, overall coordination and articulation among the agencies and institutions represented on the Committee and to identify present, emerging and projected community needs to the Council.

II. Organizational Structure

A. Officers

The Council shall be presided over by the President of Brevard Community College and the Superintendent of the Brevard County School Board as

Co-Chairpersons. The Co-Chairpersons shall perform all such duties as may be appropriate to the effective operation of the Council.

B. Permanent Committees

The Council shall be served by a General Advisory Committee and its membership shall be determined by the Council.

III. Quorum and Voting

All business as may be properly brought before the Council shall be subject to a consensus of the members present at a meeting.

IV. Other Operating Procedures

A. Steering Committee

The Council Co-Chairpersons shall appoint a minimum of two Council members to a permanent Steering Committee. The Steering Committee shall approve agendas prior to Council meetings together with any appropriate support documentation and shall perform any other such duties as may be designated by the Co-Chairpersons.

B. Executive Secretary

The Co-Chairpersons shall appoint an Executive Secretary who shall perform duties as may be appropriate to the effective operation of the Council.

PROPOSED PROJECT Coordinating Council Development Project

DATE PROPOSED

Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services

DATE APPROVED

ADOPTED: DECEMBER 16, 1975

OBJECTIVES	IMPLEMENTATION TASKS/STRATEGIES	RESPONSIBILITY ASSIGNED TO	TARGET DATE	ESTIMATED NON-BUDGETED COSTS	SUPPLEMENTAL DATA
	Statement of Purpose				
The Council is committed to the purpose of providing a Comprehensive Program of vocational and technical education, adult general education and community instructional services to fully meet the present and projected needs of the community through the efficient, coordinated utilization of personnel and facility resources. These shall include all those resources of both public and private sectors appropriate to this end.					

208

PROPOSED PROJECT Coordinating Council Development Project

Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services

OBJECTIVES	IMPLEMENTATION TASKS/STRATEGIES	RESPONSIBILITY ASSIGNED TO	TARGET DATE	ESTIMATED NON-BUDGETED COSTS	SUPPLEMENTAL DATA
General The overall objective of the Council is to improve its effectiveness in achieving its stated purpose.	The Council recognizes the need for a formalized set of operating procedures to facilitate the efficient achievement of its stated purpose. To this end, the Council adopts the attached set of Operating Procedures. These Operating Procedures will be evaluated for effectiveness on a continuing basis and revised as appropriate.				
I. The Council will assess on a continuing basis: A. The present and projected needs of the community with regard to both target groups and the labor market. B. The present and projected resources available to the community for the delivery of the Comprehensive Program. The Council seeks to formalize input from target groups, employers and delivery agencies.	I. The Council recognizes the need for a broad-based "status study" to begin implementing the community needs and resources assessment objective and to develop a Comprehensive Plan. The Council recommends the Coordinating Council Facilitator, Mr. Robert Hansen, develop such a study and the Council pledges the support of its respective institutions to this end. This Status Study shall include the following data: 1. Listing by delivery agency of facilities. 2. Listing by delivery agency of all applicable programs and courses available to the community. 3. Profiles of target groups served (student or recipient populations). 4. Listing by delivery agency of instructional staffs.				

Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services

OBJECTIVES	IMPLEMENTATION TASKS/STRATEGIES	RESPONSIBILITY ASSIGNED TO	TARGET DATE	ESTIMATED NON-BUDGETED COSTS	SUPPLEMENTAL DATA
	5. Listing by delivery agency of guidance services. 6. Listing by delivery agency of direct and indirect administrative staffs. 7. A financial overview of present community delivery systems and funding sources (sources and application of funds). This Status Study will form the data base for development of (1) an on-going needs and resources assessment model and (2) the six (6) year Comprehensive Program.				
II. The Council will develop a six (6) year Comprehensive Program of vocational and technical education, adult general education and community instructional services. The Comprehensive Program will provide:					
A. Articulation of community needs and resources.	II.A. The Council will, upon conclusion and review of the "status study," collect and formulate data regarding the projected target group and labor market needs of the community based on input from all appropriate institutions, agencies and groups.				

PROPOSED PROJECT Coordinating Council Development Project

Brevard Coordinating Council for Voccational Education, Adult General Education and Community Instructional Services

OBJECTIVES	IMPLEMENTATION TASKS/STRATEGIES	RESPONSIBILITY ASSIGNED TO	TARGET DATE	ESTIMATED NON-BUDGETED COSTS	SUPPLEMENTAL DATA
B. Articulation of Comprehensive Program priorities used in recommending programs, courses and delivery agencies.	B. The Council will, upon conclusion and review of the "status study," outline projected personnel and facility resources of the community based upon input from all appropriate community delivery agencies.				
C. Continuum or ladder concept of progression within the Comprehensive Program.	B. & C. The Council will develop articulation agreements for: 1. Delivery agency responsibilities 2. Combined facilities usage 3. Vertical and horizontal movement between institutions with like programs				
	C. The Council will utilize common course/program descriptions, numbers and/or terminology, where appropriate.				
D. Coordination with other Councils within the Region and State, where appropriate.	D. The Council will coordinate its Comprehensive Program with other Councils within the Vocational Education Division Region and within the State, where appropriate, through the office of the Coordinating Council Facilitator.				

211

Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services

OBJECTIVES	IMPLEMENTATION TASKS/STRATEGIES	RESPONSIBILITY ASSIGNED TO	TARGET DATE	ESTIMATED NON-BUDGETED COSTS	SUPPLEMENTAL DATA
III. The Council will recommend applicable activities of the Comprehensive Program to the respective and appropriate educational and service delivery agencies of the community for approval and implementation.	III. The Council will recommend the Comprehensive Program as stated.				
IV. The Council will disseminate Comprehensive Program course and delivery agency information to the community.	IV. The Council will publish Comprehensive Program course and delivery agency information on an annual basis, disseminate this information to the community and designate a minimum of one (1) person/location at each delivery agency to serve as an information station for vocational and technical education, adult general education and community instructional services and for the related services provided by the respective delivery agencies.				
V. The Council will evaluate, on a continuing basis, the effectiveness of the Comprehensive Program in the efficient and coordinated utilization of community resources to meet the assessed	V.A. The Council will evaluate the effectiveness of the Comprehensive Program by means of: 1. Annual update of the Status Study 2. Periodic evaluations such as spot checks of potential areas of duplication and surveys of community opinion.				

PROPOSED PROJECT Coordinating Council Development Project

Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services

OBJECTIVES	IMPLEMENTATION TASKS/STRATEGIES	RESPONSIBILITY ASSIGNED TO	TARGET DATE	ESTIMATED NON-BUDGETED COSTS	SUPPLEMENTAL DATA
needs of the community and will revise the Comprehensive Program as appropriate.	B. The Council will recommend revisions of the Comprehensive Program to the affected delivery agencies as appropriate. C. The Council will incorporate the results of periodic evaluations and revisions and the annual updated Status Study evaluations in an annual revision of the six (6) year Comprehensive Program.				

ADOPTED: DECEMBER 16, 1975

OPERATING PROCEDURE FOR THE DEVELOPMENT AND APPROVAL OF ADULT CONTINUING EDUCATION COURSES OFFERED BY THE BREVARD COUNTY SCHOOL DISTRICT AND BREVARD COMMUNITY COLLEGE

The purpose of this paper is to offer a concept for the development and offering of courses in the adult education and community schools program in Brevard County within the framework of existing Legislation and Directives.

The basic concept embodied is that courses should be offered in the community services program by Brevard Community College, the adult community school department of the School Board of Brevard County, and other County agencies. However, in the process of proposing courses, we should insure that duplication or overlapping courses shall be either eliminated or held to an absolute minimum. In furtherance of this viewpoint, it is proposed that the directors of continuing education at Brevard Community College and the county school coordinators of community schools and adult education centers will maintain a close working relationship for the purpose of reviewing and monitoring courses currently being offered or proposed to be offered in centers. As a result of such coordination, information and planning at Brevard Community College and the county school system coordinators, for the purpose of resolving scheduling conflicts at the earliest possible time.

In order to establish a common base of communication, the Accreditator, 1975-76, will be the controlling document for course offerings and definitions; therefore, Adult General, Elementary* and Adult General, Secondary* programs

*The Accreditator, [illegible] 11, 1975-76 Edition

and courses will be the exclusive responsibility of Brevard County Public Schools. Post-Secondary, Vocational-Technical* and Adult Vocational Technical* programs and courses will be the exclusive responsibility of Brevard Community College.

Community Service and Avocational courses (recreation and leisure time) may be offered by the public schools or by the College provided that in the development of schedules and course announcements there shall be mutual agreement between the county community school coordinators and the continuing education directors of the College relative to the offering of these courses. Agreements shall be in writing and shall list courses reviewed and mutually approved prior to submission to the printer.

However, in the event that there should be a situation develop where there appears to be a need for or actual overlapping of courses being proposed by the county school system coordinators and directors at Brevard Community College, such information will be brought to the attention of the President's designee at Brevard Community College and the Assistant Superintendent for Instructional Services of the School Board of Brevard County as early as possible for the purpose of resolving any differences or difficulties that may be generated by such actions.

BROWARD COUNCIL

Philosophy of the Council

This Council is committed to the task of providing a well coordinated and articulated program of vocational/technical, general adult, and community services instructional education to meet the established needs of the citizens of Broward County in the most efficient manner possible in the use of resources (personnel and monies) and facilities. To the end of accomplishing its purpose the Council will work (1) to eliminate any unwarranted duplication, (2) to provide an educational continuum utilizing all of the institutional agencies, both private and public, of the community, (3) to conduct regular assessment of needs surveys, (4) to develop a coordinated long range plan, (5) to develop processes and procedures designed to enhance the Council's ability to fulfill its responsibilities, and (6) to evaluate both the programs offered to serve community needs and the role of the Council in relation thereto.

Goals and Objectives of the Council

1. Eliminate unwarranted duplication of courses and programs through a well coordinated and articulated program of vocational/technical, general adult and community services instructional education.

2. Provide an educational continuum or ladder concept to permit students to progress from one level of competency to the next one without needless duplication of effort, time, and study.

3. Meet the established needs of the total community in the areas of vocational/technical, general adult, and community services instructional education.

4. Establish and maintain a sound system of regular assessment of needs of the people.

5. Develop a unified system whereby all component public and private educational agencies and lay citizens can assist in the development and delivery of educational programs to meet established needs.

6. Establish and maintain a system for competency evaluation which can be uniformly and clearly communicated among agencies and individuals.

7. Devise a system for determining which agencies shall offer what specific courses and programs in relation to labor market demand, student interest, and level of competency.

8. Implement a plan whereby adjustments in existing programs, activities, and services can be effectively accomplished.

9. Establish and maintain a systematic plan for the review needs within the community will take place and carefully developed recommendations can be made to appropriate agencies, including but not limited to assignment of responsibility in accordance with the philosophy and procedures of the Council.

10. Develop and update annually a coordinated six-year plan.

11. Establish a system of evaluation for the role of the Council and for the delivery system to meet established needs.

12. Develop and recommend an organizational structure for the Council in relation to all involved agencies.

13. Establish priorities in meeting established needs.

14. Develop and establish an evaluation system whereby the effectiveness of the Council and the delivery of programs can be measured.

CDH/jw

CONSTITUTION FOR THE COORDINATING COUNCIL OF VOCATIONAL/TECHNICAL, GENERAL ADULT, AND COMMUNITY SERVICES EDUCATION OF BROWARD COUNTY

Preamble

This Council is to provide a well-coordinated and articulated program of vocational/technical, general adult, and community services education to meet the established needs of the citizens of Broward County in the most efficient and effective manner possible within the limits of available resources and facilities. The members of the Council do hereby adopt this Constitution for the Coordinating Council of Vocational/Technical, General Adult, and Community Services Education of Broward County.

I. Name

The body hereby formed shall be known as the Coordinating Council of Vocational/Technical, General Adult, and Community Services Education of Broward County. Hereafter it shall be referred to as the Council.

II. Purpose

Under the leadership of the President of Broward Community College and the Superintendent of Public Instruction of the School Board of Broward County, Florida, the Council shall work (1) to eliminate any unwarranted [illegible]ion; (2) to provide an educational continuum utilizing all of the community's institutional agencies, both public and private; (3) to assess regularly the needs of the community; (4) to develop a coordinated long-range plan; (5) to develop processes and procedures designed to enhance the Council's ability to fulfill its responsibilities; and (6) to evaluate both the programs offered to serve the community's needs and the role of the Council in relation thereto.

III. Advisory Committee

There shall be established an Advisory Committee to the Council that shall be representative of the institutions, agencies and organizations involved in and affected by vocational/technical, general adult, and community instructional services in Broward County. The purpose, goals, functions and membership of this Advisory Committee shall be determined by the Council.

IV. Definition of Membership

The membership of the Council shall include the Superintendent of Public Instruction and directors of vocational education and general adult education of the School Board of Broward County; the president, deans or directors of vocational education and community instructional services at Broward Community College; such other representatives as the President of the community college and the Superintendent of Public Instruction may designate; the Chairperson of the Council Advisory Committee; and two members of the Council Advisory Committee appointed by the Chairperson of the Advisory Committee from the Advisory Committee membership. The term of membership shall be one year and commence July 1. Representatives may serve consecutive terms.

V. Officers

The Council shall have the following officers: a Chairperson and a Vice Chairperson/Secretary. Other offices may be established as deemed necessary in the By-Laws to this Constitution.

Section 1. Elections: The Superintendent of Public Instruction of Broward County shall preside at the first meeting of the Council and the first order of business shall be the election of a Chairperson of the Council from among the membership of the Council. The Chairperson elected shall then preside over the election of a Vice Chairperson/Secretary.

a person may serve consecutive years in the same office.

Section 3. Duties: The Chairperson of the Council shall preside at all meetings of the Council, shall conduct necessary correspondence for the Council, shall be available for consultation with the School Board of Broward County, and the Board of Trustees of Broward Community College, and shall perform all other duties that may be necessary and proper to ensure the effective operation of the Council. The Vice Chairperson/ Secretary of the Council shall assume the duties of Chairperson in the event of his/her absence or unavailability, shall keep accurate records of attendance, shall keep complete minutes of the meetings of the Council and distribute copies to members of the Council and shall perform other duties as are proper to the office.

VI. Quorum

The members present at any scheduled meeting shall constitute a quorum.

VII. Powers

The Council shall elect its own officers and determine their responsibilities, determine its own rules and procedures, and appoint its own committees.

VIII. Functions

It shall be the function of the Council to develop recommendations and submit these recommendations through the Superintendent of Public Instruction and the President of the Community College to the School Board of Broward County and

the Board of Trustees of Broward Community College and where appropriate to make recommendations to the Commissioner of Education and to appropriate division directors of the Department of Education. The Council may consider any subject that is germane to vocational/technical, general adult, and community services education.

IX. Amendments

The Constitution may be amended by a two-thirds (2/3) vote of members present at a meeting provided it is announced that the Constitution amendment shall be considered at this meeting. Amendments to the Constitution require approval of the Superintendent of Public Instruction and the President of the Community College.

X. By-Laws

Authority to adopt By-Laws consistent with this Constitution is granted to the Council.

XI. Ratification

This Constitution must be ratified by a two-thirds (2/3) vote of the Council membership and become effective upon approval of the Superintendent of Public Instruction of Broward County and the President of Broward Community College.

October 29, 1975

DAG/Cnf

COORDINATING COUNCIL OF VOCATIONAL/TECHNICAL, GENERAL ADULT, AND COMMUNITY SERVICES EDUCATION OF BROWARD COUNTY

By-Laws

I. ADVISORY COMMITTEE ORGANIZATION

Section 1 - Purpose:

The purpose of the Advisory Committee shall be to assist the Council in assessing the needs and the effectiveness of the delivery system and recommend methods of improving effectiveness and efficiency.

Section 2 - Membership:

The membership of the Advisory Council shall include representation from the following segments of the community: a) business, industry and labor; b) recreation; c) public information and communications; d) health; e) social welfare; f) education (public and private); g) the Coordinating Council; and h) lay public. A committee of the Council shall nominate annually specific individuals from the segments of the community identified above to make up the Advisory Committee. Any member of the Council shall be able to nominate additional members to the Advisory Committee at a regular Council meeting. The Advisory Committee, subsequent to the initial annual appointment may nominate through its Chairperson additional members of the Advisory Committee. A majority vote of the Council shall be required to approve all members of the Advisory Committee. The Chairperson of the Council shall be responsible for notifying individuals of their appointment to the Advisory Committee. At least two (2) Council members shall serve as liaison members of the Advisory Committee. The term of Advisory Committee membership shall be one (1) year and commence July 1. Representatives may serve consecutive terms.

Section 3 - Organization of the Advisory Committee:

The Advisory Committee shall have the following officers: a Chairperson and a Vice Chairperson/Secretary. Other offices may be established as deemed necessary.

Section 4 - Duties of the Advisory Committee Officers:

The Chairperson of the Committee shall preside at all meetings of the Committee, shall conduct necessary correspondence for the Committee, shall be a member of the Coordinating Council, and shall perform all other duties that may be necessary and proper to ensure the effective operation of the Committee. The Vice Chairperson/ Secretary of the Committee shall assume the duties of the Chairperson in the event of his/her absence or unavailability, shall keep accurate records of attendance, shall keep complete minutes of the meetings of the Committee and distribute copies to members of the Advisory Committee and the Chairperson of the Coordinating Council and shall perform other duties as are proper to the office.

Section 5 - Meetings and Quorum:

The Committee shall meet at least once each quarter. Members of the Committee shall be notified of the time and place of the meeting at least one week in advance.

The members present at any scheduled meeting shall constitute a quorum.

Section 6 - Powers of Advisory Committee:

The Advisory Committee shall be authorized to enact its own rules governing the conduct of its meetings, the time and place of its meetings, and the internal government of the Advisory Committee. The Committee shall elect its own officers.

Section 7 - Functions:

It shall be the function of the Committee to develop recommendations and submit these recommendations through the Chairperson of the Committee to the Chairperson of the Coordinating Council. The Committee may consider any subject germane to vocational/ technical, general adult and community services education, and shall consider subjects requested by the Council.

II. MEETINGS OF THE COUNCIL

Section 1 - Number of Meetings:

The Council will meet at least once each quarter. Additional meetings may be called at the discretion of the Chairperson of the Council.

Section 2 - Notice of Meetings:

Members will be notified of time and place of meeting at least one week in advance of the meeting.

III. AMENDMENTS TO THE BY-LAWS

The By-Laws may be amended by a two-thirds (2/3) vote of members present at a Council meeting.

IV. PARLIAMENTARY AUTHORITY

In all instances in which the Constitution or By-Laws do not provide for specific procedures for the operation of the Council and the Advisory Committee, "Robert's Rules of Order Revised" shall be followed, insofar as they are not in conflict or inconsistent with the Constitution or these By-Laws.

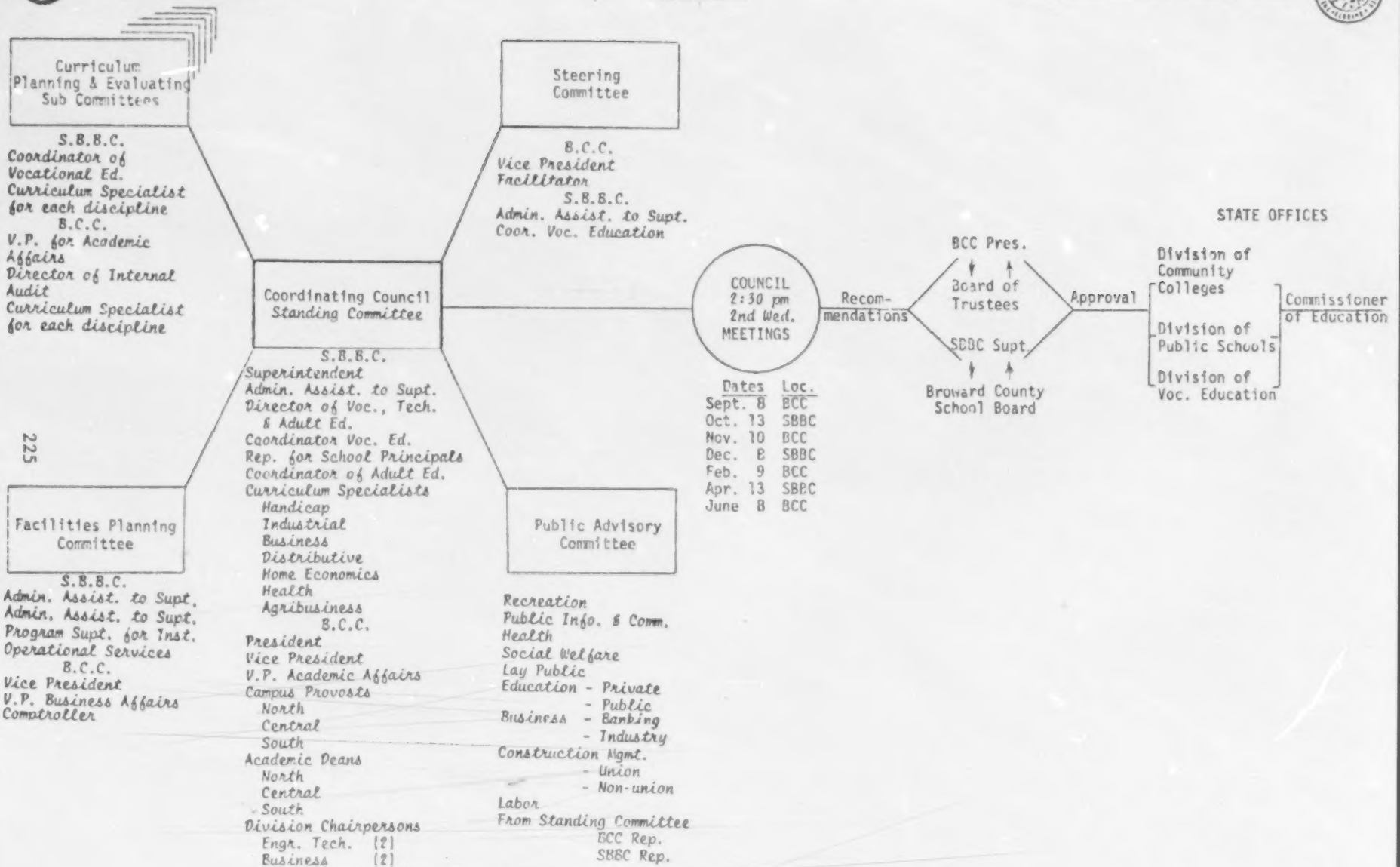
January 29, 1976

DAG/me

Broward Community College

BROWARD COORDINATING COUNCIL
ORGANIZATION

The School Board of Broward County



Facilitator - Dr. Ormond F. Whipple

Approved by Council 9-8-76
Date

Broward Community College

BROWARD COORDINATING COUNCIL

The School Board of Broward County

FUNCTIONS
Planning & Feedback

Curriculum Planning & Evaluating Sub Committees

1. All curriculum dev.
2. Use systems of evaluation and measure effectiveness and efficiency of programs.
3. Update annually a five-year total education plan.
4. Chairperson of sub-committees to be selected from standing committee.

Facilities Planning Committee

Coordinate the total major facilities planning for the district.

Coordinating Council Standing Committee

1. Meet the total educational needs of the county.
2. Devise a system to determine which agencies shall offer what specific courses and programs in relation to labor market demand, level of competency, cost effectiveness and civil rights impact.
3. Identify sources of data and base upon which planning decisions may be made.
4. Maintain articulation agreements.
5. Maintain educational continuum information.
6. Eliminate unwarranted duplication.
7. Recommend priorities.
8. Implement orderly adjustments.

Steering Committee

1. Prepare agenda.
2. Alert Standing Committee to D.O.E. activity requiring council attention.
3. Maintain communication between coordinating councils.

Public Advisory Committee

1. Collect and help disseminate educational information, services and activities, concerning all educational institutions (public and private)-businesses, industrial and govt. agencies.
2. Assist in assessing the needs and effectiveness of the delivery system and recommend methods of improvement.

COUNCIL
2:30 pm
2nd Wed.
MEETINGS

Dates	Loc.
Sept. 8	BCC
Oct. 13	SBBC
Nov. 10	BCC
Dec. 8	SBBC
Feb. 9	BCC
Apr. 13	SBBC
June 8	BCC

Recommendations

BCC Pres.
Board of Trustees
SBBC Supt.
Broward County School Board

Approval

STATE OFFICES

Division of Community Colleges
Division of Public Schools
Division of Voc. Education

Commissioner of Education

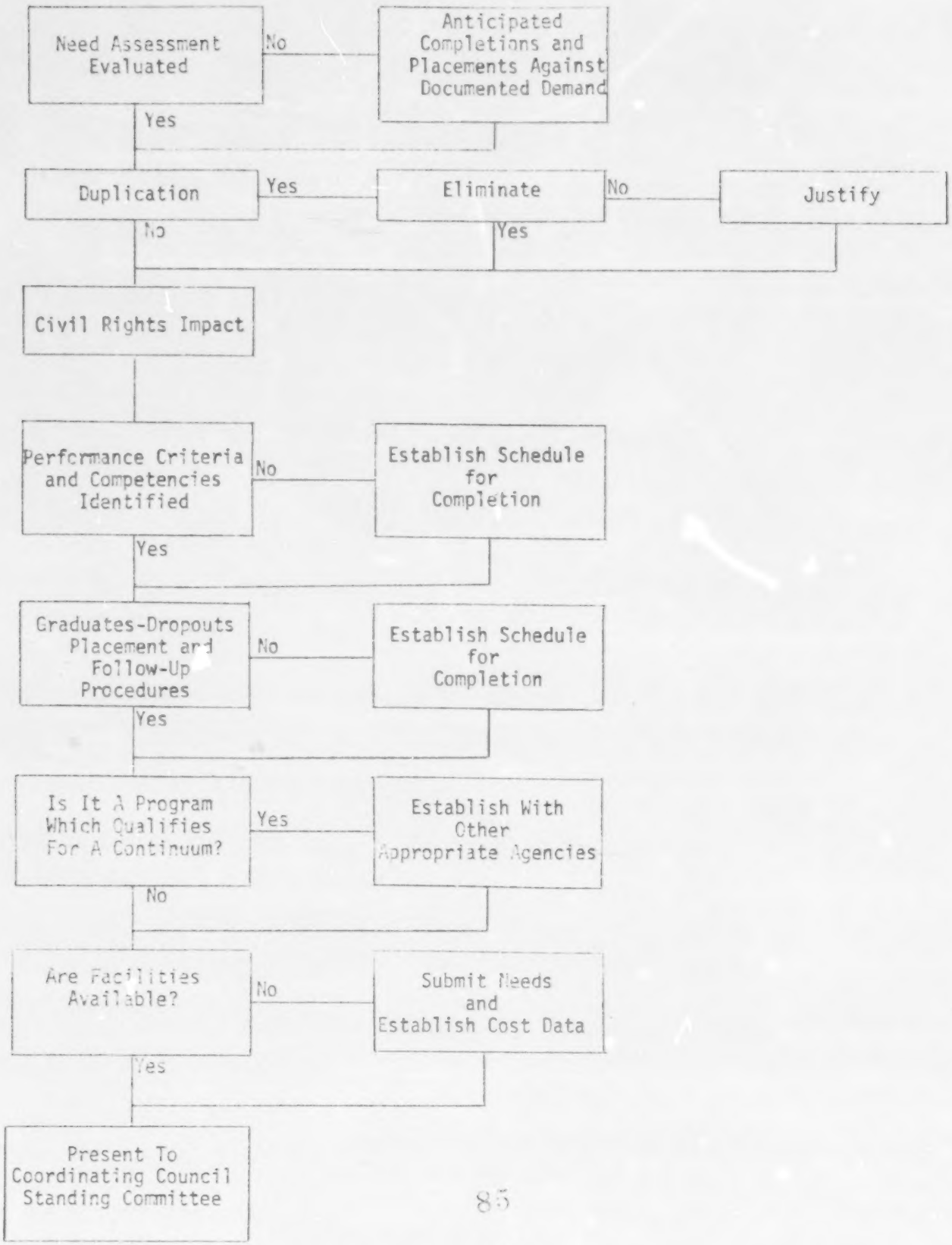
226

83

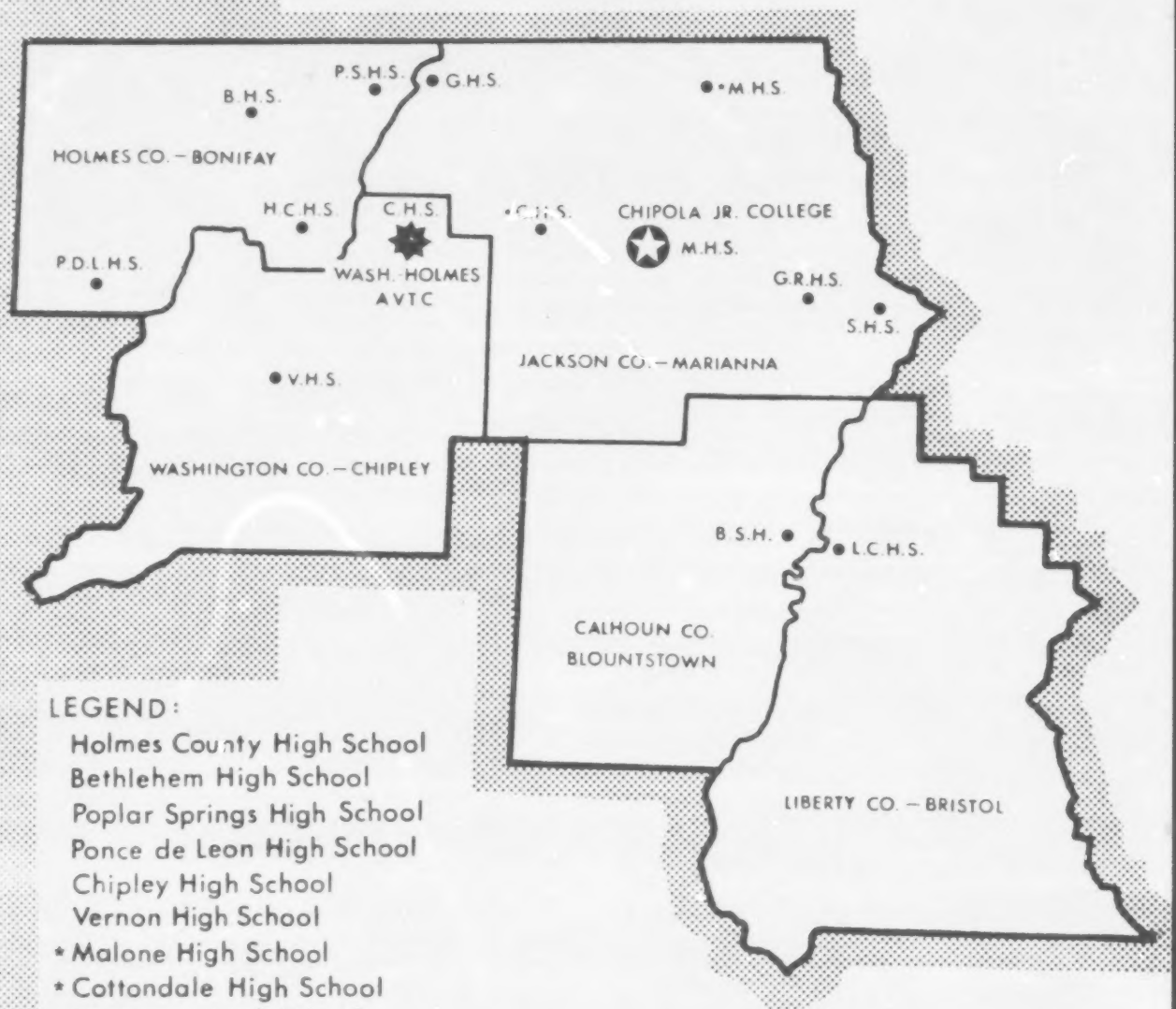
Facilitator - Dr. Ormond F. Whipple
Approved by Council 9-8-76
Date

84

PROPOSING NEW PROGRAMS OR COURSES
TO CURRICULUM SUB-COMMITTEES



CHIPOLA JR. COLLEGE AREA COORDINATING COUNCIL



LEGEND:

- Holmes County High School
- Bethlehem High School
- Poplar Springs High School
- Ponce de Leon High School
- Chipley High School
- Vernon High School
- * Malone High School
- * Cottondale High School
- Marianna High School
- Graceville High School
- Grand Ridge High School
- Sneads High School
- Blountstown Senior High
- Liberty County High School

86

CHIPOLA JUNIOR COLLEGE AREA COORDINATING COUNCIL

A MODEL OF OPERATING PROCEDURES

1976

PURPOSE

With the increasing number of courses offered and the larger enrollment in an ever expanding group of educational institutions in diverse types of facilities and with fewer dollars available to meet the increasing demands, there is a need for economical, efficient and effective educational programs in the State of Florida.

Planning, implementing, and evaluating the delivery of vocational, adult, and community instructional services education at the local and state level must be a well coordinated effort in order to get the most value for dollars spent.

In order to meet the need in the most efficient and effective way, Community College Coordinating Councils have been created in the state. The legal bases for such councils have been established through State Board of Education Regulations 6A-6.67 and 6A-14.37.

FUNCTIONS OF COUNCILS

The council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the commissioner of education and to the appropriate division directors of the department of education.

The responsibilities of the council shall be to review the <u>total</u> adult, community instructional and vocational education programs being offered in the council district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications.

Specifically, the coordinating councils should:

(1) Review and recommend adjustments of existing vocational education programs, activities, and service -- including counseling that will better meet the assigned responsibilities of each district.

(2) Review and recommend agreements between boards, to provide coordinated and articulated vocational education programs to meet the educational needs of all residents in all communities in the district.

(3) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

(4) Review data and support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

(5) Review such other aspects of the vocational program and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education program.

The Chipola Junior College Coordinating Council has organized cooperatively through the efforts of Liberty, Calhoun, Jackson, Washington, and Holmes Counties and Chipola Junior College. The Council has an elected Chairperson, Vice-Chairperson, Secretary, and an appointed facilitator.

Specific duties are assigned and operative procedures are included in a constitution which has been ratified by the council. Goals and objectives have been identified and, as stated, are consistent with the council's philosophy.

In order to meet identified responsibilities, sub-committees, committees, and individuals have been appointed and are functioning to meet assigned tasks.

Evaluation will be an on-going process. The Council will self-evaluate by matching stated goals and objectives to achievements. In addition, State Department of Education personnel and other appropriate outside agencies will be asked to assist with the evaluation of council effectiveness.

Cooperation and coordination of efforts by leaders from five school districts and Chipola Junior College should lead to more effective and efficient education for the citizens to be served. This is the central goal established by each member of the Chipola Junior College Coordinating Council to be achieved in the months ahead.

CHIPOLA JUNIOR COLLEGE AREA COORDINATING COUNCIL

PHILOSOPHY

The Chipola Junior College Coordinating Council is committed to the task of providing a well coordinated and articulated program of vocational-technical, adult general, and community instructional services education to meet assessed needs of the citizens of Liberty, Calhoun, Jackson, Washington, and Holmes Counties, (Chipola Junior College Council Service Area), in the most efficient manner possible. To the end of accomplishing its purpose through the most efficient use of resources (personnel and monies) and facilities the council will work: (1) to eliminate any unwarranted duplication, (2) to provide an educational continuum utilizing all of the institutional agencies of the communities, (3) to conduct regular surveys to assess needs, (4) to develop processes and procedures designed to enhance the council's ability to fulfill its responsibilities, and (5) to evaluate the role of the council with relation to programs offered and the serving of community needs.

Goals and Objectives

1) Establish and maintain a suitable system of continuing assessment of needs of the people in the council service area.

2) Develop and maintain a plan for the review of needs throughout the service area so that carefully developed recommendations can be made to the appropriate agencies.

3) Establish priorities in meeting assessed needs.

4) Develop and recommend an organizational structure for the council in relation to all involved agencies.

5) Meet the identified needs of the communities served in the areas of vocational-technical, adult general, and community instructional services education in the most efficient manner with the resources available.

6) Review on an annual basis the coordinated long range plan as developed by each district and Chipola Junior College. Make recommendations to the appropriate agencies based on this review.

7) Eliminate unwarranted duplication of offerings through a well coordinated and articulated program of vocational-technical, adult general, and community instructional services education throughout the service area.

8) Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational-technical, adult general, and community instructional services education program as needed in the area served.

9) Provide a horizontal and/or vertical continuum to allow students to move from one area or level of competence to the next with no duplication of effort, time, and study.

10) Develop and utilize a system to evaluate the effectiveness of the council and the delivery of programs to meet the needs in the area served.

CHIPOLA JUNIOR COLLEGE COORDINATING COUNCIL

CONSTITUTION AND BY-LAWS

Adopted

Wednesday, December 10, 1975

Serving Public School Systems Of

CALHOUN COUNTY
CHIPOLA JUNIOR COLLEGE
HOLMES COUNTY
JACKSON COUNTY
LIBERTY COUNTY
WASHINGTON COUNTY

Charles L. Watford
Facilitator

CONSTITUTION FOR THE CHIPOLA JUNIOR COLLEGE AREA COORDINATING COUNCIL SERVING LIBERTY, CALHOUN, JACKSON, WASHINGTON AND HOLMES COUNTIES

Preamble

The Chipola Junior College Coordinating Council is organized to provide a highly coordinated and articulated program of vocational-technical, adult general, and community instructional services education to meet the identified needs of the citizens of Liberty County, Calhoun County, Jackson County, Washington County, and Holmes County (The Chipola Junior College Coordinating Council service area) in the manner most effective and efficient with the resources and facilities available. The council members do hereby adopt this constitution for the coordinating council of vocational-technical, adult general, and community instructional services education of the Chipola Coordinating Council service area.

I. Name

The body hereby formed shall be known as the Chipola Junior College Coordinating Council for Vocational-Technical, Adult General, and Community Instructional Services Education of the Chipola Junior College service area. Hereafter it shall be referred to as the Area Council.

II. Membership

The council membership shall include the superintendent of public schools and directors of vocational education and adult general education of the school boards of Liberty, Calhoun, Jackson, Washington, and Holmes Counties (or the board's designated person serving in such capacity), the president, dean and assistant to the dean of vocational-technical education at Chipola Junior College. The term of membership shall be for the duration of this project through December, 1976. Thereafter representatives may serve consecutive terms in accordance with State Board Regulations 6A-6.67 and 6A-14.37.

The membership shall consist of three members from Chipola Junior College (president, dean of vocational-technical education, and the assistant to the dean of vocational-technical education), three members from each school district in the council service area to include the superintendent, county director of vocational education and/or community instructional services via designation of the superintendent. The membership shall also include lay representation with the appointment of one person from each school district by the superintendent of public schools and one lay person appointed by the president of Chipola Junior College. These lay members shall not be a part of the public school system. The lay members shall have voting privileges. The superintendent of public schools in each district and the president of Chipola Junior College will appoint the lay members on or before January 1, 1976. The six lay members shall not be required to attend the state-wide conference in February 1976. A member may vote by proxy by one of two methods: (1) in cases where the member is unable to attend scheduled meetings for good reasons, the member may send a written proxy by another member from his/her school district or the junior college delegating the right for the bearer of the written proxy to voice his/her vote, (2) a member who is unable to attend scheduled meetings for good reasons may send a person in his/her place and in writing delegate this substitute person to voice his/her vote. In no case shall a member who is absent cast more than one vote on any motion by proxy.

III. Purpose

The Council shall work: (1) to eliminate any unwarranted duplication, (2) to assess regularly the needs of the area served, (3) to develop and periodically review long-range plans, (4) to provide a horizontal and/or vertical continuum of these types of educational services in the most efficient way utilizing all

of the council service area's institutional agencies, (5) to establish processes and procedure to enhance the council's ability to meet its stated goals and objectives, and (6) to develop and utilize evaluation techniques designed to evaluate the programs offered and council effectiveness.

IV. Officers

The Area Council shall have the following officers: A chairperson, a vice-chairperson, and a secretary. The vice-chairperson shall serve as chairperson in the absence of the elected chairperson. Additional officers may be established as deemed necessary in the by-laws to this constitution.

Section 1. Elections: The Superintendent of Public Schools of Jackson County shall call and preside at the first meeting of the Area Council and the first order of business shall be the election of a chairperson of the council from among the membership of the council. The chairperson elected shall then preside over the election of a vice-chairperson and a secretary.

Section 2. Terms: The initial term of council officers shall be for the duration of the project (through December, 1976). The officers shall be elected annually and may serve consecutive terms.

Section 3. Duties: The chairperson of the council shall preside at all meetings of the Area Council, shall conduct necessary correspondence for the council, shall be available for consultation with the School Boards of Liberty, Calhoun, Jackson, Washington, Holmes Counties, and the Board of Trustees of Chipola Junior College, and shall perform all other duties that may be necessary and

proper to ensure the effective and efficient operation of the council. The vice-chairperson shall assume the duties of the chairperson in the event of his absence. The secretary shall keep accurate records of attendance, shall keep complete minutes of the meetings of the council and distribute copies to the members of the council and shall perform other duties as are proper to the office. The secretary shall record the activities of each council meeting and make available one copy of each taped session to the council facilitator to present to the project director immediately following each council meeting. The secretary and council facilitator shall be responsible for reporting the statewide conference activities to the designated lay members after returning from the conference.

V. Quorum

Six members present at any scheduled meeting shall constitute a quorum.

VI. Powers

The council shall elect its own officers and determine their responsibilities, determine its own rules and procedures, and appoint committees as deemed necessary.

VII. Amendments

The constitution may be amended by a two-thirds (2/3) vote of members present at a meeting provided a written announcement that the constitution's amendment shall be considered at this meeting is mailed to all members at least three (3) days in advance of the announced meeting time. Amendments to the constitution require approval of the superintendents of public schools in the five (5) districts the council serves and the President of Chipola Junior College.

VIII. By-Laws

Authority to adopt by-laws consistent with this constitution is granted to the council.

IX. Ratification

This constitution must be ratified by a two-thirds (2/3) vote of the council membership and become effective upon approval and the appropriate affixing of signatures of the five superintendents of public schools in Liberty, Calhoun, Jackson, Washington, and Holmes Counties and the President of Chipola Junior College.

X. Functions

It shall be the function of the Area Council to review data, develop recommendations, and submit these recommendations through the superintendent of public schools in each of the five (5) counties served and the president of the junior college to the Board of Trustees of Chipola Junior College and where appropriate to make recommendations to the Commissioner of Education and to appropriate division directors of the Department of Education. Recommendations may also be made to the appropriate legislative committees of the Florida Senate and/or House of Representatives. The council may consider any subject that is germane to vocational-technical, adult general, and community instructional services education.

SIGNATURES:

1. _____, Chairperson
   Superintendent of Public Schools
   Jackson County
2. _____, Vice-Chairperson
   President of Chipola Junior College
3. _____, Superintendent
   Calhoun County Public Schools
4. _____, Superintendent
   Holmes County Public Schools
5. _____, Superintendent
   Liberty County Public Schools
6. _____, Superintendent
   Washington County Public Schools

NEEDS ASSESSMENT MODEL

Chipola Area Coordinating Council

I. What Is -

1. Inventory of Programs in Operation at Present
2. Facilities/Resources Currently Available
3. Current and Projected Number of Program Completers
4. Effectiveness of Training--Follow-Up Study of Program Completers, Dropouts, and Employers
5. Review of Articulation Agreements Between Council Member Institutions

II. What Should Be -

1. Study of Current and Projected Occupational Needs--FSES / OIDS Report and Other Information from the Florida Division of Vocational Education/Agencies
2. Community Surveys
3. Student Career Interest Survey Information and Trends
4. Survey of Special Groups (Handicapped, Dropouts, Disadvantaged, Aged, etc.)
5. Survey of Selected Teachers, Administrators, Guidance Counselors, Occupational Specialists--Perceived Student and Program Needs
6. Review of Legislation, State Board of Education Rules, and Florida Department of Education Guidelines

III. Identification and Prioritizing Needs--

1. Difference between "What Is" and "What Should Be"
2. Ranking of Needs in Terms of Importance (Prioritizing)

IV. Goals and Objectives - To Include Goals, Long-Term Objectives, and Annual or Short Term Objectives

V. Identification of Resources--For Accomplishing Objectives

1. Inventory of Facilities and Student Stations
2. Identification of Funds and Sources of Funds
3. Identification and Inventory of Community Resources & Non-Public School Training

NEEDS ASSESSMENT MODEL CONTINUED

VI. Assignment of Responsibilities -- Recommendations on:

1. Creation of New Programs Needed
2. Modification of Existing Programs
3. Reassignment of Programs
4. Elimination of Un-Warranted Programs
5. Articulation Agreements to be Renewed
6. Articulation Agreements to be Modified
7. New Articulation Agreements That are Needed
8. Articulation Agreements to be Eliminated (if any)

VII. Procedures Specified being, or needed to be Developed for Reviewing Programs:

1. Data Needed
2. Methods for Collecting Data
3. Sources of Data
4. Data Organization, Analyses, and Use
5. Report Format
6. Method of Involving Concerned Institutions and Agencies
7. Method of Dissemination of Information

VIII. Evaluation

1. Procedures for Evaluation of Annual and Long Range Plan with Regard to Council's Effectiveness
2. Timelines and Flow-Charts for Implementing the Plans Established and Monitored
3. Alternatives

Respectfully Submitted -

Signed: Charles L. Watford

Charles L. Watford, Facilitator

DATA INFORMATION SHEET

College/District_____ School_____

Administrator Directly Responsible for this Program_____

Task of Completing this Page Assigned to_____

Program/Course_____ Hours/Credits/Certificate_____

Facilities Available_____ Facility Used_____

% Facility Used _____ Articulation Agreement(s) with_____

Present Enrollment_____ Projected Enrollment _____ _____
(1976-77) (1981-82)

F.T.E. Earned_____ Number of Applicants _____ _____ _____
Female Male Total

Graduates/Completions Previous Year_____

Placement Percentage_____ Source of Information_____

Job Opportunities (present time) Excellent_____; Good_____; Poor_____

(projected) Excellent_____; Good_____; Poor_____

Source of Data-Job Opportunities: (1)_____ (4)_____

(2)_____ (5)_____

(3)_____ (6)_____

District/College Recommendations:
(_____)
Date

Council's Recommendations:
(_____)
Date

Forwarded to: _____ _____
NAME TITLE

_____ _____ _____
DEPARTMENT ADDRESS DATE

Signed:_____

CHIPOLA JUNIOR COLLEGE AREA COORDINATING COUNCIL

Evaluation Instrument

Goal and Objective Number _____

Achieved _____

Have not Achieved _____

In Process of Achieving _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date _____ Signed _____

Agency or Institution _____

Forwarded to _____

(Additional copies of this page should be duplicated as needed.)

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Operational Model

Approved by the Council Chairman
October 27, 1976

Subject to Ratification by the Council
November 4, 1976

Operational Model

Contents

	Page
Philosophy	1
Goals	2
Objectives	3
Evaluation Process	6
By-Laws	7

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Philosophy

The Council exists so that programs of vocational education, adult general education, and community instructional services may operate in a coordinated, articulated, effective, and efficient manner. With cooperative planning and evaluation through the Council, the delivery of educational services to youth and adults and the meeting of community manpower needs will be enhanced. The members of the Council believe that professionalism, cognizance, and harmony are essential for the achievement of Council goals.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Goals

The goals for the Council are set forth by the Florida State Board of Education Administrative Rules, Chapters 6A-6.67 and 6A-14.37. The Duval-Nassau Coordinating Council for Vocational Education, Adult General Education, and Community Instructional Services has the following goals.

* To review the total vocational education, adult general education, and community instructional services programs in the Council's area.

* To make recommendations, as necessary, to the Duval County School Board, Nassau County School Board, the Florida Junior College at Jacksonville District Board of Trustees, the Commissioner of Education, and the appropriate division directors of the Department of Education.

* To encourage the development of new offerings or changes in existing offerings so that educational needs in the Council's area may be met.

* To take actions so that unwarranted duplications in programs of vocational education, adult general education, and community instructional services may be avoided.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Objectives

The Council's actions shall be guided by stated objectives. There are five (5) major objectives which evolve from the state board rules. The main objectives each have several supporting objectives.

1.0 To review and recommend adjustments of existing activities and services--including counseling that will better meet the assigned responsibilities of each school system and the community college.

- 1.1 To prepare an inventory of all existing programs and courses.
- 1.2 To prepare an inventory of facilities and major equipment which includes the number of stations and present utilization.
- 1.3 To receive and consider reports from member institutions on existing programs in reference to established standards such as cost, needs of groups served, quality of programs, and number and quality of placements.
- 1.4 To make recommendations relative to continuance, change, or termination of existing programs.
- 1.5 To identify procedures and techniques to improve the management of programs.
- 1.6 To design and disseminate an inventory of available programs and services to counselors in each of the institutions.
- 1.7 To prepare and make available a description of assistance available to adults who wish to prepare for an occupation.

2.0 To review and recommend agreements between Boards so that coordinated and articulated vocational education, adult general education, and community instructional services will be provided to meet the educational needs of all residents in the Council's area.

2.1 To analyze existing agreements and recommend changes necessary to meet current educational needs.

2.2 To initiate procedures which will insure that students are permitted to progress sequentially in vocational programs within and among educational institutions.

2.3 To initiate procedures that will enable each institution to use the services of educational, industrial, business, and cultural agencies in the community which can contribute to programs and courses offered by respective institutions.

2.4 To establish major areas of responsibility for each institution allowing for procedures that will enable each institution to make application for exceptions on a case by case basis when reasonably justified.

3.0 To review and make recommendations concerning long-range (6 years) objectives for the school districts and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

3.1 To secure a demographic, social, and economic survey of Duval and Nassau Counties.

3.2 To conduct an assessment of needs relative to vocational education, adult general education, and community instructional services.

3.3 To analyze community educational and manpower needs relative to existing programs.

3.4 To recommend objectives for the respective institutions as needed to ensure that educational and manpower needs are being addressed and that services are not being unnecessarily duplicated.

4.0 To review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate institution in accordance with specific local cooperative agreements and policies of the state board.

4.1 To review and make recommendations based upon supporting data on proposed programs and courses or the termination of programs and courses in each of the institutions.

4.2 To review and make recommendations on requests by institutions for proposed facilities and major instructional equipment requiring state approval.

4.3 To review and make recommendations concerning annual budget requests for special projects and programs to be presented for state approval including the Vocational Education Funding Guide.

5.0 To review such other aspects of the programs and make such recommendations as are necessary to provide effective, well coordinated and comprehensive programs of vocational education, adult general education, and community instructional services.

5.1 To arrange for the input of ideas, viewpoints, data, and research that will assist the Council in making valid recommendations.

5.2 To review information from those receiving and requesting services.

5.3 To provide opportunities for those concerned with the goals of the Council to have appropriate input into Council deliberations (e.g. business, industry, private schools, proprietary schools, media, labor unions, professional groups, school staffs, lay groups, and other community groups).

5.4 To establish a plan for evaluating the work of the Council.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Evaluation Process

The evaluation of the Council will be a function of the Council Planning and Evaluation Committee. The Committee will consist of the Superintendent of Schools, Duval County; the Superintendent of Schools, Nassau County; the President, Florida Junior College at Jacksonville; the Council member appointed from the Duval-Nassau Occupational Education Advisory Board; and the Council Executive Secretary. The evaluation will be on a continual basis with a written report being submitted to the Council at the regular Council meeting in September.

The Committee will establish the plan for evaluating the activities of the Council. The evaluation will include:

1. Information on the accomplishment of Council adopted objectives.
2. Input from the community on Council activities.
3. Feedback regarding the Council's role in assisting the individual member institutions.
4. Subjective judgments of members of the Council Planning and Evaluation Committee.

The annual evaluation of Council activities will serve as a basis for Council objectives for the successive year.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

BY-LAWS

Adopted January 8, 1976

Article I

Name

Section 1 — The name of the organization shall be the Duval-Nassau Coordinating Council for Vocational Education, Adult General Education, and Community Instructional Services; hereafter, referred to as the Council.

Article II

Legal Base

Section 1 — Florida State Board of Education Administrative Rules:

Chapter 6A-6.67 (School Districts).
Chapter 6A-14.37 (Community Colleges).

"A coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district."

Article III

Authority

Section 1 — The Council shall have authority to make recommendations to the Duval County School Board, the Nassau County School Board, the Florida Junior College at Jacksonville District Board of Trustees, the Commissioner of Education, and the appropriate division directors of the Department of Education.

Section 2 The Council shall take no action which conflicts with Florida Statutes, State Board of Education Administrative Rules,or the Department of Education Guidelines.

Section 3 The Council shall have no authority to mandate action by the boards of the institutional membership.

Article IV

Purpose

Section 1 The purpose of the Council shall be to carry out the requirements of Chapters 6A-6.67 and 6A-14.37 of the Florida State Department of Education Administrative Rules.

Section 2 In addition to Article IV, Section 1, the Council shall adopt written philosophy, goals, objectives, and evaluation process to guide Council action.

Article V

Membership

Section 1. Institutional membership shall include:

Duval County School District.
Nassau County School District.
Florida Junior College at Jacksonville.

Section 2 The Council shall consist of no more than fifteen (15) individual members.

Section 3. In accordance with Florida State Board of Education Administrative Rules, Chapters 6A-6.67 and 6A-14.37, member institutions shall be represented by individuals employed in the following capacities:

School Districts--The Superintendent of Schools and staff members responsible for Vocational Education and Adult General Education as designated by the Superintendent of each member school district.

Community College--The President and staff members responsible for Vocational Education and Community Instructional Services as designated by the Community College President.

Each institution listed in Article V, Section 1, shall appoint a total of three (3) individual members.

Section 4 In addition to the institutional members provided in Article V, Section 3, Council membership will include at least each of the following:

Representative appointed by the University of North Florida (UNF) to be the official spokesman for the UNF administration and other state universities providing educational services in Duval and Nassau Counties.

Representative of the Mayor of Jacksonville on CETA and Manpower Programs, appointed by the Mayor.

Area Manager of the Florida State Employment Service.

Representative of and appointed by the Duval-Nassau Occupational Education Advisory Board.

Lay representative from the community, appointed by the Council.

Section 5 Council members specified in Article V, Section 3 and 4, shall serve for a term of one (1) year. Recommendations regarding reappointment of Council members shall be made by the Council Membership Committee.

Section 6 The names of Council members shall be filed with the Council Executive Secretary.

Section 7 Each member of the Council specified in Article V, Sections 3 and 4, shall have one (1) equal vote on Council actions requiring voting.

Section 8 There shall be no alternates to memberships nor proxy voting.

Section 9 The absence of a Council member as specified in Article V, Section 4 from three (3) consecutive meetings of the Council shall be cause for the Council to consider obtaining a replacement.

Article VI

Officers

Section 1 The officers of the Council shall consist of a Chairman, Vice Chairman, and Executive Secretary. The Chairman and Vice Chairman shall be Council members as specified in Article V, Section 3, and

shall be elected by Council members specified in Article V, Sections 3 and 4. The Executive Secretary shall be appointed by the Chairman and may, or may not, be a Council member.

Section 2 The Chairman shall preside at meetings of the Council. The Vice Chairman shall act for the Chairman in his absence. In the event that neither officer will be in attendance, the Council Chairman shall designate a member to preside.

Section 3 The Executive Secretary shall keep the minutes and records of the Council, prepare the agenda of regular meetings with assistance from the Council Steering Committee, prepare correspondence on behalf of the Council and for the Chairman, and attend to other duties assigned by the Council and the Chairman.

Article VII

Election of Officers

Section 1 The annual election meeting of the Council shall be held in July at which time the Chairman and Vice Chairman shall be elected. Officiating shall commence at the next regular meeting.

Section 2 All elected officers shall serve for a term of one (1) year.

Section 3 Vacancies in offices shall be filled by election at a regular or special meeting of the Counci.

Article VIII

Meetings

Section 1 The Council shall meet regularly each month. During the regular Council meeting in July the annual meeting calendar shall be established. Each Council member shall be notified of the time and place of scheduled meetings.

Section 2 The regular meeting place shall be the North Campus of Florida Junior College at Jacksonville; however, the Council may schedule regular meetings at other locations.

Section 3 The regular meeting time shall be the first Thursday of each month at 2:00 p.m.; however, the Council may schedule regular meetings for other times.

Section 4 The agenda for each regular meeting shall be established by the Council Steering Committee at least ten (10) days prior to the meeting. The Executive Secretary will prepare and distribute the agenda. Additional items may be included in the agenda at the discretion of the Chairman.

Section 5 Special meetings may be called by the Chairman or when requested in writing by four (4) members of the Council. The notice that calls for a special meeting should state the purpose for which the meeting is called and should include the time and place of the meeting. Council members should receive notice of a special meeting at least two (2) working days prior to the meeting.

Section 6 A quorum shall consist of two-thirds (2/3) of the members being in attendance at a regular or properly called special meeting.

Section 7 The Chairman or Council may invite lay persons or groups to Council meetings to receive or contribute specific information.

Section 8 All Council meetings shall be open to the public.

Article IX

Committees

Section 1 The Chairman shall appoint such standing and ad hoc committees as the Council deems necessary.

Section 2 There shall be a Council Membership Committee selected from the Council institutional members as provided in Article V, Section 3. The Council Membership Committee shall review the Council membership specified in Article V, Section 4, and submit a report with recommendations regarding Council membership relative to Article V, Section 4, at the regular Council meeting in July.

Section 3 There shall be a Council Steering Committee composed of at least one (1) representative from each of the three (3) institutional members specified in Article V, Section 1. The Council Steering Committee shall establish the agenda for regular Council meetings and work with the Chairman or his appointee on Council matters. Each member of the Council Steering Committee shall keep his institution informed about Council matters and shall provide the Council with the necessary information from his institution for Council functioning.

Section 4 The Superintendent of Schools, Duval County; the Superintendent of Schools, Nassau County; the President, Florida Junior College at Jacksonville; and the Council member representing the Duval-Nassau Occupational Education Advisory Board; and the Council Executive Secretary shall serve as the Council Planning and Evaluation Committee. The Council Planning and Evaluation Committee shall:

(a) review the Council's philosophy, goals, and by-laws on a continuing basis. A report on recommended changes will be made to the Council at the regular meeting in August.

(b) Continuously evaluate the Council's activities, accomplishments, and effectiveness. An annual evaluation report will be made to the Council at the regular meeting in September, and

(c) prepare annual management objectives to direct Council operation. The Council Planning and Evaluation Committee shall submit the objectives to the Council at the regular Council meeting in October for adoption.

Article X

Advisory Board

Section 1 The Duval-Nassau Occupational Education Advisory Board has been established to implement the provisions of the Florida State Department of Education Administrative Rules, Chapter 6A-6.67 (School Districts) and Chapter 6A-14.38 (Community

Colleges). This Board is composed of community representatives of business and industry and serves as the primary lay advisory group on vocational and adult general education for the Council as well as the Duval County School Board, the Nassau County School Board, and Florida Junior College at Jacksonville District Board of Trustees.

Article XI

Parliamentary Authority

Section 1 The order of business of regular Council meetings shall be:

Roll Call and Introductionoof Guests

Approval of Minutes of Previous Meetings.

Communication and/or Special Presentations.

Committee Reports.

Old Business.

New Business.

Adjournment.

Section 2 Robert's Rules of Order Newly Revised shall prevail at all Council meetings provided they ar are not in conflict with the Council's by-laws.

Article XII

Amendments to the By-Laws

Section 1 These by-laws may be amended by a two-thirds (2/3) vote of a quorum, at any regular meeting provided that the proposed amendment(s) are published in a letter to each Council member two weeks before the meeting at which a vote is taken on the proposed amendment(s).

STATEMENT OF PHILOSOPHY, GOALS AND STRATEGIES

Adopted
November 14, 1975

Coordinating Council for Vocational Education,
Adult General Education and
Community Instructional Services for
Manatee Junior College and
Manatee County School District-
Sarasota County School District

Philosophy

The council believes that through the coordination of planning, effort and action the constituent agencies namely the Manatee County School District, the Manatee Junior College and the Sarasota County School District will improve the delivery of vocational and technical education, adult education and community instructional services to the residents of Manatee and Sarasota Counties.

GOAL I

Review and recommend adjustments of existing programs, activities and services including counseling that will better meet the assigned responsibilities of each district and the Junior College.

Strategies for implementation:

1. Prepare an inventory of all existing programs and courses.

2. Analyze the assembled inventory of existing programs and courses in reference to established standards, such as costs, facilities, equipment, needs of group served, quality of program or course, numbers and quality of placements and the like.

3. Make recommendations relative to continuance, termination or change of existing programs.

4. Prepare an inventory of facilities and major equipment identifying particularly the number of stations available for each program and course, and the present utilization.

5. Design and adapt uniform definitions for all programs and courses.

6. Institute a study designed to identify procedures and techniques that will promote efficiency and improved management of programs.

7. Design and disseminate an inventory of available programs and services to counselors in each of the institutions.

8. Prepare and make available a description of assistance available to adults who wish to prepare for an occupation.

GOAL II

Review and recommend agreements between boards to provide coordinated and articulated vocational education, adult general education, and community instructional services programs to meet the educational needs of all residents in all communities in the region.

Strategies for implementation:

1. Initiate agreements that will permit students to progress in a ladder fashion in all occupational areas.

2. Establish major areas of responsibility for each institution allowing for procedures that will enable each institution to make application for exceptions where reasonable doubt exists.

3. Initiate arrangements that will enable each institution to use the services of educational, industrial, cultural and scientific agencies in the community that can contribute to the instructional programs and courses offered by the respective institutions.

GOAL III

Review and make recommendations concerning long range (6 years) objectives for the school districts and the junior college and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

Strategies for implementation:

1. Secure a demographic, social and economic survey of Manatee and Sarasota Counties.

2. Project the data collected in the survey into an educational plan for Manatee and Sarasota Counties.

3. Analyze community needs to assure that unnecessary services are not being rendered, that services are not being duplicated unnecessarily, and that programs and courses are being implemented to fill any educational gaps or voids that are discovered.

4. Assign responsibilities to each of the respective institutions for programs and courses included in the educational plan.

GOAL IV

Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program, and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

Strategies for implementation:

1. Analyze, comment upon, and make recommendations concerning all proposed programs and courses, or the termination of programs and courses in each of the institutions.

2. Analyze, comment upon, and make recommendations concerning all proposed facilities and major instructional equipment requested by each institution for state approval.

3. Analyze, comment upon, and make recommendations concerning annual budget requests for special projects and programs to be presented for state approval.

GOAL V

Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education and community instructional services program.

Strategies for implementation:

1. Arrange for the infusion of ideas, viewpoints, comments, data, research and other proposals that will enable the council to make considered, logical and fair recommendations.

2. Allow for those receiving services and for those requesting services to have opportunities to present their concerns to the council.

3. Provide opportunities for those concerned with the goals of the council to have appropriate input into the deliberations of the council. Such concerned groups may include universities, private schools, proprietary schools, representatives of the media, business and industry groups, labor unions, professional groups, representatives of scientific institutions, faculties and other lay and community groups.

4. Establish a plan for evaluation of the work of the council.

5. Study the feasibility of establishing a data bank which would place all institutions on line in a computer system.

B Y - L A W S

COORDINATING COUNCIL FOR
VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION
AND COMMUNITY INSTRUCTIONAL SERVICES
for
MANATEE COUNTY SCHOOL DISTRICT-SARASOTA COUNTY SCHOOL DISTRICT
and
MANATEE JUNIOR COLLEGE

Adopted December 12, 1975

BY-LAWS

Article I Legal Base

Section 1: Florida State Board of Education Regulations

School District	Chapter 6A- 6.67
Community Colleges	Chapter 6A-14.37

A Coordinating Council for vocational education, adult general education and community instructional services shall be established in each community college district.

Article II Authority

Section 1: The Council shall have no authority to mandate any action by the respective boards of the institutional members.

Section 2: The council shall have authority to make recommendations to the respective boards, to the commissioner of education and to the appropriate division directors of the department of education.

Section 3: The Council shall take no action which is in conflict with Florida Statutes or Florida State Board of Education Regulations.

Section 4: Robert's Rules of Order shall govern all meetings of this Council.

Article III Membership

Section 1: Institutional membership shall be composed of the following institutions:

Manatee County School District
Sarasota County School District
Manatee Junior College

Section 2: Individual membership -- In accordance with Florida State Board of Education Regulations each institution listed in Section I shall be represented by those individuals employed in the following capacities:

School Districts - County Superintendent;
Director of Vocational Education;
Director of Adult General Education.

Junior College - President;
Dean or Director of Vocational Education;
Dean or Director of Community Instructional Services.

Article III, (continued)

Section 3: Each institution listed in Section I may appoint a total of five individual members including those members specified by Florida State Board of Education Regulations.

Section 4: The University of South Florida (local branch) may appoint one member to the Council.

Article IV Officers

Section 1: The officers of this Council shall be a Chairman, Vice-Chairman and Secretary.

Section 2: The officers shall hold office for one year, from July 1, following election by Council membership.

Section 3: The Chairman shall preside over Council meetings.

Section 4: The Vice-Chairman shall assist the Chairman with all activities and in the absence of the Chairman, shall preside at Council meetings.

Section 5: The Secretary shall prepare and maintain minutes of all Council meetings and distribute the same to all Council members and to representatives of other concerned groups.
The Secretary shall notify all Council members of each meeting and distribute the agenda for said meeting, at least one week prior to the meeting.

Article V Election of Officers

Section 1: The Chairman shall appoint a nominating committee composed of one representative from each institutional membership. Said committee shall be appointed in May and present a proposed slate of officers to serve for the next fiscal year for action of the Council at the June meeting.

Section 2: The nominating committee shall consider the desirability of alternating the office of Chairman among the institutional memberships.

Article VI Meetings

Section 1: The Council shall meet monthly, except in July.

Section 2: A quorum shall consist of the members in attendance at a regular or properly called meeting.

Section 3: The normal meeting place shall be Manatee Junior College; however, the Council may schedule meetings at other locations.

Section 4: The normal meeting date shall be the second Friday of each month; however, the Council may schedule meetings on other dates.

Section 5: At the first meeting in each fiscal year a schedule of meetings for the year shall be adopted, and each Council member shall be notified of the time and place of the scheduled meetings.

Section 6: The agenda for each meeting shall be prepared by the steering committee. The agenda shall be submitted to the Secretary ten days prior to each meeting. Additional items may be included in the agenda at the discretion of the Chairman.

Section 7: Special meetings may be called at the discretion of the Chairman with the approval of a majority of the members of the steering committee.

Section 8: Notification of special meetings are not restricted by time factors stated in Article IV, Section 5, and Article VI, Section 6.

Section 9: At least one public meeting each year shall be planned and conducted to provide an opportunity for the public to express views and opinions relative to the activities of the Council.

Section 10: Each member shall have one vote, and all actions of the Council shall require a majority vote of those present and voting. No proxies shall be allowed.

Section 11: The Chairman may invite lay persons or groups to Council meetings for specific inputs. Such individuals shall have no voting privleges.

Article VII Committees

Section 1: The Chairman of the Council shall appoint such standing and ad hoc committees as the Council deems necessary.

Section 2: There shall be a steering committee composed of a representative from each institutional membership, appointed by the chief executive officers, which shall be responsible for the agenda for working with the Chairman or his appointee on Council matters, and for keeping their respective institutions informed about the Council programs and the progress of each program or activity.

Section 3: Each County School District shall designate either the General Lay Advisory Committee for Vocational and Adult Education or a specially selected lay committee as an advisory committee for activities relative to the district representation on the Council. The Junior College shall designate either the General Advisory Committee for Occupational Education or a specially selected lay committee as an advisory committee for activities relative to the Junior College representation on the Council. The Chairman of each of the three aforementioned advisory committees shall become the lay advisory committee to the Council.

Article VIII Reports

Section 1: The Council shall prepare and publish an annual report which describes progress toward goals, programs and activities undertaken and underway. The report shall be available for distribution at the September meeting of the Council.

Article IX Amendments to By-Laws

Section 1: These by-laws may be amended by a two-thirds vote of the members present and voting at any regular meeting, provided the proposed amendment or amendments are published in a letter sent to each Council member two weeks before the meeting at which a vote is taken on the proposed amendments.

SUPPLEMENTAL ATTACHMENT A

HANDBOOK OF

OPERATING PROCEDURES

FOR

THE COORDINATING COUNCIL OF

THE ST. JOHNS RIVER JUNIOR COLLEGE DISTRICT

Ratified by the District Coordinating Council

on

December 19, 1975

at

The St. Augustine Technical Center
St. Augustine, Florida

PREPARED BY

COUNCIL STEERING COMMITTEE

Charles Fred Holmes, Clay County, Green Cove Springs

David Thomas, Putnam County, Palatka

William Simpson, St. Johns County, St. Augustine

Edward B. Wiley, St. Johns River Junior College, Palatka

TABLE OF CONTENTS

I. AUTHORIZATION FOR AND NAME OF COUNCIL.....1

II. PURPOSE (GOALS/OBJECTIVES.....1

III. MEMBERSHIP.....4

IV. OFFICERS.....4

V. DUTIES OF THE OFFICERS.....5

VI. VOTING.....6

VII. MEETINGS.....7

VIII. PHILOSOPHY.....7

MISCELLANEOUS.....8

I. AUTHORIZATION FOR AND NAME OF THE COUNCIL

In compliance with Florida State Board of Education Regulations 6A-6.67, a "Coordinating Council for vocational education, adult general education, and community instructional services" is hereby established in the St. Johns River Junior College District, effective April 24, 1972. (General authority 229.053 FS. Law Implemented 230.7651,233.9682 FS. History - New 8/18/71, amended 9/5/74.)

THE NAME SHALL BE:

The Coordinating Council of the St. Johns River Junior College District

II. PURPOSE (GOALS/OBJECTIVES)

A. This Council is organized to comply with regulations 6A-6.67 (1), (2), & (3).

(1) The Council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the Commissioner of Education and to the appropriate division directors of the Department of Education.

(2) The responsibilities of the Council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the Council should perform the following:

(a) Review and recommend adjustments of existing programs, activities, and services - including counseling that will better meet the assigned responsibilities of each district.

(b) Review and recommend agreements between boards, to provide coordinated and articulated vocational education, adult general education, and community instructional services programs to meet the educational needs of all residents in all communities in the district.

(c) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

(d) Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative aggreements and policies of the state board.

(e) Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education, and community instructional services program.

(f) Review and make recommendations as needed to the appropriate Boards in order to allow for totally coordinated Curriculum planning and development for Vocational, Technical, Adult Education and Community Instructional Services in the Tri-County Area.

B. The Council will oversee the compliance with FS. 6A-6.69 through 6A-6.81 inclusive.

III. MEMBERSHIP

The membership of the Council shall include the Superintendent of Schools and Directors of Vocational Education and Adult General Education in Clay, Putnam, and St. Johns counties and the President and Deans (or Directors) of Vocational Education and Community Instructional Services of the St. Johns River Junior College; and any others the Council may, by majority vote, choose to elect. And these shall be known as VOTING MEMBERS.

Non-voting members may be selected by the Council for regular attendance.

IV. OFFICERS

A. The officers of this Council shall be:

1. Chairman
2. Vice Chairman
3. Secretary

B. Selection of Officers

1. The Chairman and Vice Chairman shall be elected, by majority vote of a quorum present at the June meeting.
2. Officers will serve for one year, from July 1 until June 30 and may succeed themselves by regular election by the Council.

V. DUTIES OF THE OFFICERS

1. The Chairman shall:

   a. Preside at all meetings of the Council (Regular monthly or special called meetings).

   b. Represent the Council as its designated spokesman.

   c. Call special meetings when the need arises.

   d. Establish and appoint members to committees, as needed. (Standing committees, sub-committees, or ad hoc committees)

   e. Keep a copy of tape recordings of all meetings.

   f. Mail a copy of the agenda to all members one week prior to the next meeting.

2. The Vice-Chairman shall:

   a. Preside at all meetings of the Council when the Chairman is not in attendance.

   b. Assume the duties of the Chairmanship on an acting basis if for any reason the Chairman is unable to carry out the duties of the office. (Illness, extended leave, etc.)

   c. Assume the Chairmanship if for any reason the office of Chairman becomes vacant.

   d. Be an ex officio member of all standing and special committees.

3. The Secretary Shall:

   a. Record minutes of all meetings and distribute copies to all members and others designated by the Council to receive them, at least one week prior to a regularly scheduled meeting.

   b. Perform the duties of the Chairman in the event of the absence or disability of both the Chairman and Vice-Chairman.

VI. VOTING

1. Each member shall have one vote and the Chairman shall vote only in case of a tie.

2. Non-members will not vote officially, but may be called upon for concensus opinions.

3. A quorum requires a majority of voting members.

4. Any voting member of the Council, in case of emergency, may designate his replacement with full voting rights.

VII. MEETING

Regular monthly meetings of the Council will be held on the THIRD THURSDAY at 9:00 a.m. (Unless emergencies occur and a majority of the Council members approve a change of date and written notice is sent to each member as far in advance of the meeting as feasible).

Location of meetings will be on a rotating basis among the three counties according to the following order:

St. Johns County	September 1975
Clay County	October 1975
Putnam County	November 1975
St. Johns County	December 1975
Clay County	January 1976, etc.

VIII. PHILOSOPHY

This Council is committed to the task of providing a well coordinated and articulated program of vocational/technical, general adult, and community instructional services education to meet the established needs of the citizens of Clay, Putnam, and St. Johns Counties in the most efficient manner possible with the resources (personnel and monies) and facilities available. To the end of accomplishing its purpose, the Council will work (1) to eliminate any unwarranted duplication, (2) to provide an educational continuum utilizing qualified educational agencies, both public and private, of the community, (3) to conduct regular assessment of needs surveys, (4) to develop a coordinated long range plan,

(5) to develop processes and procedures designed to enhance the Council's ability to fulfull its responsibilities, and (6) to review programs offered to serve community needs and to review the role of the Council in relation thereto.

MISCELLANEOUS

Roberts' Rules of Order shall be used as a guide for any matters not covered herein.

APPENDIX E

PROJECT CONTRIBUTORS

APPENDIX E

CONTRIBUTORS

We are indebted to the following persons for significant contributions each made to the Coordinating Council Development Project during the period July 1, 1975-December 14, 1976.

COORDINATING COUNCIL MEMBERS

Brevard Coordinating Council:

School Board of Brevard County, Titusville, Florida 32780

Dr. Luther R. Rogers, Superintendent
Mr. John N. Forbes, Assistant Superintendent for Instructional Services
Mr. Harry K. Nyquist, Director of Adult/Community Education

Brevard Community College, Cocoa, Florida 32922

Dr. Maxwell C. King, President
Mr. L. Nelson Donnell, Dean of Educational Planning
Dr. Raymond J. Kosiba, Vice President/Provost
Dr. A. Perkins Marquess, Vice President/Provost

Broward Coordinating Council:

School Board of Broward County, Ft. Lauderdale, Florida 33310

Mr. James E. Maurer, Superintendent
Dr. Harry F. McComb, Administrative Assistant to the Superintendent
Mrs. Winnie Dickinson, Director - Vocational/Technical and Adult Education
Mr. Philip Regensdorf, Coordinator - Adult Education
Mr. Edward Mahoney, Curriculum Specialist - Industrial Education
Mrs. Ethel Miller, Curriculum Specialist - Health Occupations
Mrs. Evelyn Lewis, Curriculum Specialist - Home Economics
Mr. Don Fry, Curriculum Specialist - Business Education
Mr. Robert Boegli, Coordinator of Vocational Education
Mr. Harold Mosser, Representative for School Principals
Mr. Edgar Elder, Director of Middle Schools
Mr. Robert Crawford, Vocational Distributive and Diversified Education
Mr. Ogden Miller, Occupational Specialist, Special Programs

Broward Community College, Ft. Lauderdale, Florida 33310

Dr. Hugh Adams, President
Dr. Clinton D. Hamilton, Executive Vice-President
Dr. David A. Groth, Vice-President for Academic Affairs
Dr. Curtis S. Mirton, Provist - Central Campus
Mr. Stanley Wisnioski, Director of Criminal Justice Institute

Mr. John Brett, Division Chairperson of Allied Health Technology
Dr. Ormond Whipple, Division Chairperson of Engineering Technology
Mr. Philip Trees, Division Chairperson of Business Administration
Dr. Carl M. Crawford, Provost - North Campus
Dr. Roy A. Church, Dean of Academic Affairs - North Campus
Mr. John Brown, Division Chairperson of Engineering Technology
Mr. Colin Battle, Division Chairperson of Business Adm. - North Campus

Lay Members - Public Advisory Committee

Mr. George Mudd, Recreation
Mr. William Mullen, Public Information and Communications
Mr. Mike Korman, Public Information and Communications
Mrs. Myra Lentz, Health
Mr. Edward Zalaznik, Health
Mr. Robert Johnston, Social Welfare
Mrs. Madelaine Miller, Lay Public
Mr. Donald Rufus, Lay Public
Dr. Abraham Fischler, Private Education
Dr. Leroy Buckner, Public Education
Mr. Richard Latham, Business (Banking)
Mr. C. J. Chadwick, Industry
Ms. S. Friedlander, Industry
Mr. J. W. Sims, Construction Management (Union)
Mr. George Dimont, Construction Management (Non-union)
Mr. Henry Chakford, Labor

Chipola Coordinating Council:

Chipola Junior College, Marianna, Florida 32446

Dr. Raymond M. Deming, President
Mr. Fred L. Howell, Dean of Vocational & Technical Education
Mr. Albert Caraway, Assistant Dean, Vocational Education

Calhoun County, Blountstown, Florida 32424

Dr. Andrew Boggs Ramsey, Director, Vocational Education
Mr. Frank Guilford, Director, Adult Education
Mr. Howard Johnson, Superintendent, Calhoun County Schools

Holmes County, Bonifay, Florida 32425

Mr. Gerald Commander, Superintendent, Holmes County Schools
Mr. William E. Zorn, Vocational & Occupational Director
Ms. Evelyn Swindle, Director of Adult Education

Jackson County, Marianna, Florida 32446

Mr. Robert E. Childs, Superintendent, Jackson County Schools - Council Chairperson
Mr. Thomas L. Melvin, Director of Vocational Education - Council Secretary
Mr. D. A. Lipford, Director of Adult Education
Mr. George Riley, Community Instructional Services Education

Liberty County, Bristol, Florida 32321

Mr. John E. Fairchild, Superintendent, Liberty County Schools
Mr. E. Moody Eldridge, Director of Instruction, Liberty County Schools
Mr. W. R. Tolar, Director of Administration, Liberty County Schools

Washington County, Chipley, Florida 32428

Mr. Kelly Brock, Superintendent, Washington County Schools
Mr. Wayne Saunders, Director of Vocational Education
Mr. J. B. Ward, General Supervisor

Lay Members

Mr. James Roy Willis, Calhoun County School District, Blountstown, Florida
Mr. Robert Pforte, Jackson County School District, Marianna, Florida
Mr. John Manor, Chipola Junior College, Marianna, Florida
Mr. G. W. Eubanks, Liberty County School District, Blountstown, Florida
Mr. Charles Adams, Washington County School District, Chipley, Florida

Duval-Nassau Coordinating Council:

Florida Junior College at Jacksonville, Jacksonville, Florida 32202

Dr. Benjamin R. Wygal, President
Dr. Eric R. Mills, District Dean, Career and Adult/Continuing Education
Dr. H. J. Owen, Vice President for Campus Operations

University of North Florida, Jacksonville, Florida 32216

Dr. Tom Carpenter, President

School Board of Duval County, Jacksonville, Florida 32207

Mr. Herb Sang, Superintendent
Dr. Charles Cline, Assistant Superintendent for Curriculum Development
Mr. David A. Rigsby, Director of Vocational Education

School Board of Nassau County, Fernandina Beach, Florida 32034

Mr. Thomas J. Godbee, Director of Vocational Education
Mr. Albert H. Rumph, Superintendent
Mr. Lewis Bean, Director of Adult Education

Lay Members, Jacksonville, Florida

Mr. Rudolph Daniels, Executive Director, Manpower Area Planning Commission
Mr. Harold Gibson, Mgr. of Training & Manpower Resources/Offshore Power Proj.
Mr. Frank Peterson, President, Diversified Products Mfg. Co.
Mr. Clyde Smith, Metropolitan Mgr., Florida State Employment Services

Manatee-Sarasota Coordinating Council:

Manatee Junior College, Bradenton, Florida 33506

Dr. Wilson F. Wetzler, President

Dr. Kermit Johnson, Dean of Instruction
Mr. Stephen J. Korcheck, Dean of Instruction
Dr. James Selman, Manager Career Education Consortium
Mrs. Allene Turvaville, Coordinator of Community/Instructional Services
Mr. Burnette R. Tinsley, Jr., Dean of Occupational/Technical Education

School Board of Manatee County, Bradenton, Florida 33506

Dr. William H. Bashaw, Superintendent
Mr. C. E. Witt, Assistant Superintendent for Instruction
Mr. Joseph F. Leatherman, Dir. of Manatee Area Vocational/Technical Center
Mr. Donald N. McBride, Coordinator of General Adult Education
Mr. Raymond F. Lee, Dir. of Vocational, Technical & Adult Education

School Board of Sarasota County, Sarasota, Florida 33577

Dr. Gene M. Pillot, Superintendent
Dr. Henry Heusner, Assistant Superintendent for Instruction
Mr. Cliff Bloodworth, Dir. of Sarasota County Vocational/Technical Education
Mr. James Lane, Coordinator of Adult Education
Mr. Harry Holmbraker, Asst. Supt. for Vocational/Technical & Adult Education

St. Johns Coordinating Council:

St. Johns River Junior College, Palatka, Florida 32077

Dr. Robert L. McLendon, President
Mr. Edward Wiley, Associate Dean of Academic Affairs
Mr. Thomas C. Rogero, Dean of Academic Affairs

Clay County, Green Cove Springs, Florida 32043

Mr. Jesse P. Tynes, Superintendent of Schools
Mr. Roy Tower, Vocational Director
Mr. Charles F. Holmes, Director of Adult Education

Putnam County, Palatka, Florida 32077

Mr. John F. Gaines, Superintendent of Schools
Mr. John A. Eubanks, Director of Vocational and Adult Education
Mr. David R. Thomas, Director of Adult Education & Community Schools

St. Johns County, St. Augustine, Florida 32084

Mr. Douglas W. Hartley, Superintendent of Schools
Mr. Ralph E. Upton, Director of Vocational, Technical & Adult Education
Mr. William T. Simpson, Coordinator, Adult Education
Mr. Steve Hand, Principal, Evening Div., St. Augustine Technical Center

North Florida Coordinating Council:

Mr. Pat Vickers, Facilitator, North Florida Community College, Madison, FL 32340
Mr. E. B. Williams, Dir., Taylor County Vocational/Technical & Adult Education, Perry, FL

New Jersey Department of Education:

Mr. Gregory Buontempo, New Jersey Department of Education, Trenton, N. J.

FACILITATORS

Mr. John A. Beaumont, Career Education Consortium, Manatee Junior College, Bradenton, FL 33505 MANATEE-SARASOTA COUNCIL
Mr. Robert V. Hansen, Brevard Community College, Cocoa, FL 32922 BREVARD COUNCIL
Dr. John F. Wagner, Duval County Schools, Jacksonville, FL 32207 DUVAL-NASSAU COUNCIL
Mr. Charles I. Watford, University of West Florida, Graceville, FL 32440 CHIPOLA COUNCIL
Dr. Ormond Whipple, Broward Community College, Ft. Lauderdale, FL 33314 BROWARD COUNCIL
Mr. Jud Wilhelm, Green Cove Springs, FL 32043 ST JOHNS COUNCIL

PROJECT STAFF AT THE UNIVERSITY OF SOUTH FLORIDA COLLEGE OF EDUCATION

Dr. William P. Danenburg, Project Manager
Ms. Ruth Stephens, Assistant Coordinator, Evaluation and Implementation
Dr. Edward Kormanyos, Assistant Coordinator, Systems Design and Model Development
Dr. Gerald Barkholz, Project Specialist, Dissemination & Media
Dr. Tom D. Freijo, Project Specialist, Evaluation Design
Mr. Rex C. Toothman, Project Specialist, Fiscal Services and Product Review
Ms. Pat Goddard, Graduate Assistant
Mr. Chris Paparone, Graduate Assistant
Ms. Florence Bono, Project Secretary
Ms. Betty Hornbrook, Project Secretary
Ms. Constance Wilk, Project Secretary
Ms. Sharon Freeman, Project Bookkeeper

OTHERS AT THE UNIVERSITY OF SOUTH FLORIDA

Dr. Roger E. Wilk, Dean, College of Education
Dr. Frank Johnson, Jr., Chairman, Department of Adult and Vocational Education
Dr. J. A. Battle, Professor, Department of Educational Leadership
Dr. James Dickinson, Professor, Department of Psychological Foundations
Dr. Donald P. Jaeschke, Associate Professor, Department of Adult and Vocational Education
Dr. T. Wayne Keene, Associate Professor, Department of Educational Leadership
Mr. Russell Miller, Graduate Assistant, Department of Adult and Vocational Education
Dr. Richard Ober, Professor, Department of Educational Leadership

STAFF AT OTHER UNIVERSITIES

Dr. Roger Kaufman, Professor of Education, Florida State University, Tallahassee, Fl.
Dr. V. M. Kerensky, Professor of Education, Florida Atlantic University, Boca Raton, Fl.
Dr. Robert Lathrop, Professor of Education, Florida State University, Tallahassee, Fl.
Dr. D. C. Rice, Vice President, Academic Affairs, University of Maine, Farmington, Me.
Dr. Andrew Sum, Professor of Economics, Northeastern University, Boston, Mass.

FLORIDA DEPARTMENT OF EDUCATION STAFF

Commissioner's Office:

Mr. Ralph D. Turlington, Commissioner
Dr. Roger Nichols, Deputy Commissioner for Educational Management
Dr. Lincoln Jarrett, Associate for Policy Analysis, Office of Educational Planning and Budgeting
Dr. Jack Tebo, Associate for Policy Analysis, Office of Educational Planning and Budgeting

Division of Vocational Education:

Mr. Joe D. Mills, Division Director
Mr. C. M. Lawrence, Assistant Director

Bureau of Vocational Research, Dissemination and Evaluation

Mrs. Patsy Agee, Bureau Chief
Dr. Virginia Bert, Section Director
Mr. Larry Workman, Consultant
Mr. Hiram Green, Consultant
Dr. Margaret Ferqueron, Section Director
Mr. Stanley Simpson, Consultant

Bureau of Vocational Planning and Budgeting

Dr. Leon Sims, Bureau Chief
Mr. J. R. Sojat, Director
Mr. George Busby, Consultant
Mr. J. T. Foster, Consultant
Ms. Lucy Robinson, Consultant
Ms. Gail Trapnell, Consultant
Mr. James Williams, Consultant

Bureau of Vocational Program and Staff Development

Dr. Kenneth Eaddy, Bureau Chief
Mr. W. R. Jeffries, Section Director for Program & Staff Development
Mr. Warren Harrell, Section Director for Implementation
Mr. Richard Gavin, Regional Program Director, Region IV, Tampa, FL

Division of Public Schools:

Mr. Woodrow Darden, Division Director
Mr. Carey Ferrell, Assistant Director
Mr. Jack Waters, Acting Administrator, Adult Education
Mr. Harold H. Blanton, Administrator, Comprehensive Planning Section
Mr. Michael P. Knight, Consultant, Comprehensive Planning and Evaluation

Division of Community Colleges:

Dr. Lee Henderson, Division Director

Bureau of Program Support and Services

Dr. Myron Blee, Bureau Chief
Mr. Jim Fling, Coordinator, Adult-Continuing Education and Community Services
Dr. Frederick W. Atherton, Consultant
Dr. Katherine R. Hunter, Coordinator, Student Personnel Services
Mr. Rudolph Slaughter, Consultant, Occupational Education

UNITED STATES OFFICE OF EDUCATION

Dr. Glenn Boerrichter, Chief of Research Branch, B.O.A.E., Washington, D.C.
Dr. Donald Snodgrass, Assistant Regional Commissioner, Region IV, Atlanta, Ga.
Dr. Jack Wilson, Program Specialist, Washington, D. C.

FLORIDA LEGISLATURE

Senator Robert Graham, Miami, Fl
Representative Richard Hodes, Tampa, Fl
Mr. Thomas Furlong, Senate Education Committee, Tallahassee, Fl
Mr. Patrick Dallet, Senate Education Committee. Tallahassee, Fl
Mr. Jerry Castellanos, House Education Committee, Tallahassee, Fl

OTHERS

Dr. John Shea, Senior Research Associate, Carnegie Council on Policy Studies, Berkeley, CA
Dr. Tom Harries, President, Human Communications, Inc., Columbia, MD
Mr. Mark Watkins, Management Instructor, Tampa College, Tampa, FL
Dr. Paul M. Starnes, Past Chairman St. Johns River Junior College District Coordinating Council
Mr. Elwood Chambers, Staff Member, Sunland Training Center, Gainesville, FL

APPENDIX F

Dissemination-Diffusion Plan

Diffusion and Dissemination Plan for Coordinating

Council Development Project Products

I. Products

Community College/District Coordinating Councils have been established in each of the community college service areas under a mandate of the State Board of Education. Their purpose is to coordinate the vocational and adult education and community instructional service programs within their service area to assure the development of strong, articulated vocational education programs that meet community needs, and to avoid unwarranted, inefficient program duplication. It has become apparent that the Councils vary widely in their operating procedures, effectiveness, and in their importance as perceived by their member institutions. In an attempt to improve their effectiveness, the Coordinating Council Development Project (CCDP) was funded to develop, implement, and evaluate alternative procedures (or models) for the operation of coordinating councils and to validate and disseminate these procedures throughout Florida. The major product of the CCDP is a summary report entitled Out In Front. In addition, a series of detailed reports, procedures and documents have been developed by each of the six Coordinating Councils involved in the project. It is these products, particularly Out In Front, that are being readied for dissemination.

II. Benefits

The benefits which may be anticipated from the diffusion and dissemination of the CCDP products are:

A. To the State of Florida

1. Carrying out the intent of State Board of Education Rules 6A-14.37 and 6A-6.67.

2. Obtaining maximum effectiveness in the utilization of available resources.

B. To the Community College Service Areas

1. Assurance of strong, articulated vocational and adult education and community instructional services programs.
2. Assurance of maximum utilization of existing facilities.
3. Avoidance of waste of available vocational education funds.
4. Harmonious interaction and communication between educational institutions.

C. To Students

1. Availability of strong, high quality, articulated well-equipped programs housed in adequate facilities.
2. Increased employment opportunities.
3. Increased assurance of a vocational education adequate to satisfy future job requirements.

D. To Employers and General Public

1. Adequate supply of trained potential employees required to meet local labor market demands.
2. Responsive vocational education system.
3. Most effective and efficient use of the tax dollars.

III. Diffusion Plan

A. General awareness of the Project

Only a relatively limited group will require the Project product, Out In Front. However, a broad spectrum of the state educational community needs to have a general awareness of the Project and its products. This awareness should consist of a knowledge of the existence and purpose of the project, a very general summary of its accomplishment, a listing of the more detailed documentation developed (along with the sources from which copies

of the various items can be obtained), and a list of knowledgeable resource persons who would be able to serve as consultants to help solve specific limited problems. The target group for this level of diffusion and dissemination will be:

1. Department of Education Personnel
   a. Division of Public Schools
   b. Division of Vocational Education
   c. Division of Community Colleges
   d. Division of Universities
2. Community College Boards of Trustees
3. Community College administrators
4. District School Boards
5. District school administrators
   a. District staff
   b. Secondary school principals
   c. Area Center administrators
6. State and local vocational and adult advisory and craft committees
7. Vocational, adult general and community instructional services teachers
8. Vocational and adult teacher educators
9. Various interested State Boards and Committees and lay groups

Three strategies should be employed for the generation of an awareness of the CCDP and its products:

1. An article should be prepared by the University of South Florida (USF) CCDP coordinating staff for publication in the Florida Vocational Journal briefly describing the Project and summarizing its results. This article will be a follow-on to the one entitled "Florida Coordinating Council Development Project" by Danenburg, Kormanyos, and Stephens published in the October 1976 issue.
2. The USF staff should also prepare short articles for the FVA Newsletter, FACJC Magazine, Florida State Advisory Council Newsletter, and other, similar types of publications which will reach community college and district administrators, guidance counsellors and vocational, adult, and community instructional service teachers.

3. The USF staff should prepare a flyer on the Project with emphasis on the project results. It should also contain directions for obtaining additional, more detailed information. These flyers should be provided to Mr. Mills, Dr. Darden, Dr. Henderson, and the Board of Regents for mailing to local vocational, adult and community instructional services administrators, district school boards, district school administrators, secondary principals, area center administrators, community college administrators, and community organizations interested in vocational and adult education and for distribution to appropriate staff members.

B. Diffusion of Alternative Procedures or Models

The diffusion of the alternative Coordinating Council operating concepts, procedures and models will be accomplished primarily through the dissemination of the CCDP product Out In Front to educational administrators and others immediately involved with the development and operation of Community College/ District Coordinating Councils. Since Out In Front is a comprehensive summary report of the Project, the amount of detail it contains will be of interest primarily to Coordinating Council members who may want to adopt or adapt techniques, strategies, and procedures developed by the Project and to those members of the Department of Education and others working directly with the Councils. The target group will include:

1. Members of the 28 Coordinating Councils
2. Community College Boards of Trustees
3. District School Boards
4. Selected Community College administrators
   a. President
   b. Dean of Instruction
   c. Dean of Occupational Education
   d. Vocational division chairpersons
5. Selected District administrators
   a. Superintendent

b. Director(s) of Vocational, Adult and Community Instructional Service Programs
c. Supervisors of Vocational, Adult and Community Instructional Services Programs
d. Directors of Area Vocational-Technical Centers

6. Members of Community College General Advisory Committees
7. Members of District General Advisory Committees
8. Selected members of the Department of Education
   a. Deputy Commissioners' offices
   b. Division of Public Schools
   c. Division of Vocational Education
   d. Division of Community Colleges
9. Vocational and Adult Education Teacher Educators
10. Florida State Advisory Council on Vocational and Technical Education
11. Florida Post-Secondary Education Commission

Representatives of the Coordinating Council Development Project should make a two hour presentation to the Vocational Education Division staff on the Project, the results, and the products at a meeting early in 1977. The Out In Front publication should be distributed to members of the Division at this meeting and attention should be called to other materials (detailed reports, notebooks, etc.) which have been produced. Similar presentations should be made to the Community College Division and Public School Division by representatives of the CCDP if requested by the respective Division Directors.

The Planning, Programming and Budgeting Section (PPB Section) of the Division of Vocational Education (DVE) should assume the responsibility for presenting the information pertaining to the Project and the Out In Front publication to the Coordinating Councils. This should be accomplished during regular Coordinating Council meetings held during the Jan-June 1977 period. It should be suggested to the District and Community College Coordinating Council members that they invite their respective Boards and appropriate members of their staffs and general advisory committees to these meetings. DVE Regional Program Directors and Regional Program Consultants should also attend these meetings on a selective basis. PPB Section representatives

and Regional Program Office staff members should offer consultative services and assistance to Coordinating Councils to help them develop their organizations and procedures.

Copies of materials other than Out In Front, including notebooks, detailed reports, and other information developed by the six Coordinating Councils participating in the project should be stored with the Diffusion and Dissemination Section. These should be provided to Coordinating Councils on a loan basis upon specific request to assist them in solving s specific problems. Members of the CCDP (both USF staff and facilitators of the six Coordinating Councils involved) should also be available for consultative services on a short term basis at the expense of the requesting Council.

As a follow-on diffusion activity, sessions dealing with Coordinating Council responsibilities, operations, procedures, and activities should be placed on the agendas of the Annual Vocational Education Summer Workshop, Florida Educational Supervisors Conference and other such conferences and workshops where possible. In these presentations the effective innovations developed by the Councils participating in the Project will be highlighted.

IV. Dissemination Plan

A. Out In Front review and approval

1. 25 draft copies of the publication Out In Front should be produced and provided to the Department of Education for review prior to printing.

2. Approval for final printing should be granted by the Director, Division of Vocational Education

B. 2500 Copies of Out In Front should be produced by Multilith process for distribution as follows:

NUMBER		POPULATION
250		Coordinating Council Members
225		Community College Board of Trustees
400		District School Board Members
150		Community College Administrators
335		District Administrators
140		Community College General Advisory Committee Members
335		District General Advisory Committee Members
180		Department of Education
	25	Deputy Commissioner's Offices
		Division of Public Schools
	10	Bureau of Planning
	10	Bureau of Curriculum & Personnel Development
	10	Bureau of Program Support Services
		Division of Vocational Education
	15	Bureau of Vocational Planning & Budgeting
	80	Bureau of Vocational Programs & Staff Development
	15	Bureau of Vocational Research, Dissemination & Evaluation
75		Teacher Educators
20		Florida State Advisory Council on Vocational & Technical Education
15		Florida Post-Secondary Education Commission
40		ERIC, FEIS, State Library
335		Available to fill special requests
2500		TOTAL

C. Storage

1. Out In Front should be stored in the J & B Building until disseminated.

2. The other reports, notebooks and materials should be stored at the J & B Building for loan to requesting Coordinating Councils.

D. Awareness Materials

1. The CCDP staff should prepare and submit articles summarizing the Project and its results for the Florida Vocational Journal, FVA Newsletter, FACJC Newsletter, Florida State Advisory Council Newsletter, Florida Adult Educator, and similar publications.

2. The CCDP staff should prepare a flyer on the Project and its results for general distribution. 5000 copies should be printed.

E. Distribution techniques and deadlines

1. Journal and newsletter articles should be submitted to the publications by CCDP staff in Jan-Feb, 1977 with the request that they be published in the Feb-March, 1977 issues or those immediately following.

2. The flyer should be developed by February 1, 1977, printed by March 15, 1977 and distributed to target group organizations by bulkmailing immediately upon receipt. The D/D Section should perform the mailing in accordance with specific directions from the Division Directors.

3. Copies of Out In Front should be distributed to DOE staff members during the Divisional meetings at which CCDP Project representatives make presentations pertaining to the project.

4. Out In Front should be distributed to Coordinating Council members by representatives of the PPB Section when they meet with the various Coordinating Councils to present the information on the

CCDP. At that time, representatives of the Community College Board of Trustees, District School Boards, and other target groups attending should be given sufficient copies to distribute to their members who are not in attendance. The D/D Section should assure that sufficient copies are on hand to fill the requirement.

5. The D/D Section should mail Out In Front to the remaining members of the target group and to other persons requesting the publication.

6. The D/D Section should maintain a file of all written materials produced by the CCDP and should provide specific items or items pertaining to specific problems to Coordinating Councils on request for short term loans.

7. Requests for consultative services pertaining to specific problems regarding implementation of Coordinating Council procedures should be made directly from the requesting Council to CCDP members, PPB Section members, or Regional Offices.

APPENDIX G

Council Related Concerns for Future Study

COUNCIL RELATED CONCERNS FOR FUTURE STUDY

The project staff (facilitators and USF staff) devised a list of topics related to coordinating council operation that is suggested for continued research. The staff members are in unique positions and can see the need for further examination of the suggested topics. The topics were prioritized by the staff and are listed in descending order of importance.

1. Effect of coordinating council operating procedures on long-range program effectiveness.
2. Role of the facilitator.
3. The dual system for offering post-secondary vocational education (cost, community attitudes, student feelings).
4. Linking of coordinating councils - regional, statewide.
5. System for offering consultative services to coordinating councils.
6. Relationships between coordinating councils and teacher education center councils.
7. Organizational development needs for council members (group process skills, problem solving, decision making, etc.).
8. Florida Linkage System for vocational schools (similar to Florida NIE project).
9. Sex roles in vocational education (students, teachers, administrators).
10. Role of coordinating councils in training of vocational teachers.

APPENDIX H

List of Published Articles

List of Conference Presentations

PUBLISHED ARTICLES FOR THE PROJECT

1. Catalyst for Change (Journal of the National School-Development Council) Vol. 5, No. 3, Spring, 1976.

2. American Vocational Journal, April, 1976.

3. Florida Vocational Journal, Vol. 2, No. 2, October, 1976.

CONFERENCES: PROJECT PRESENTATIONS

1. State Conference of Community College Deans and Directors of Occupational Education, October, 1976 - Orlando, Florida

2. Florida Vocational Association Workshop, August, 1976 - Orlando, Florida

3. Southern Regional American Vocational Association, October, 1976 -Memphis, Tennessee

4. National School Development Council, October, 1976 - Boston, Massachusetts

5. Florida State Advisory Council for Vocational Education, November, 1976 - Ft. Myers, Florida

6. National Association of Community Education, December, 1976 - Miami, Florida

7. National Vocational Education Research Conference, May, 1976 - Lansing, Michigan.